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ABSTRACT

This curriculum guide presents nine units for the study of western cultures in the tenth grade. The units contain up to 13 lessons each and comprise a two-semester course. Content includes ancient Greece and Rome, the Middle Ages, the Renaissance and Reformation, Great Britain, France as a case study of revolution, Russia, and nationalism and the unification of Germany. For each lesson, information is presented on objectives, motivational activities, an outline of content, key words, and an evaluation activity. No instructional materials are identified. Activities involve students in defining terms, discussing relevant concepts in class, identifying time period and major characteristics of literature and art works, explaining how and why certain movements such as the Reformation arose in response to specific conditions, and drawing parallels between historic and current events. (AV)

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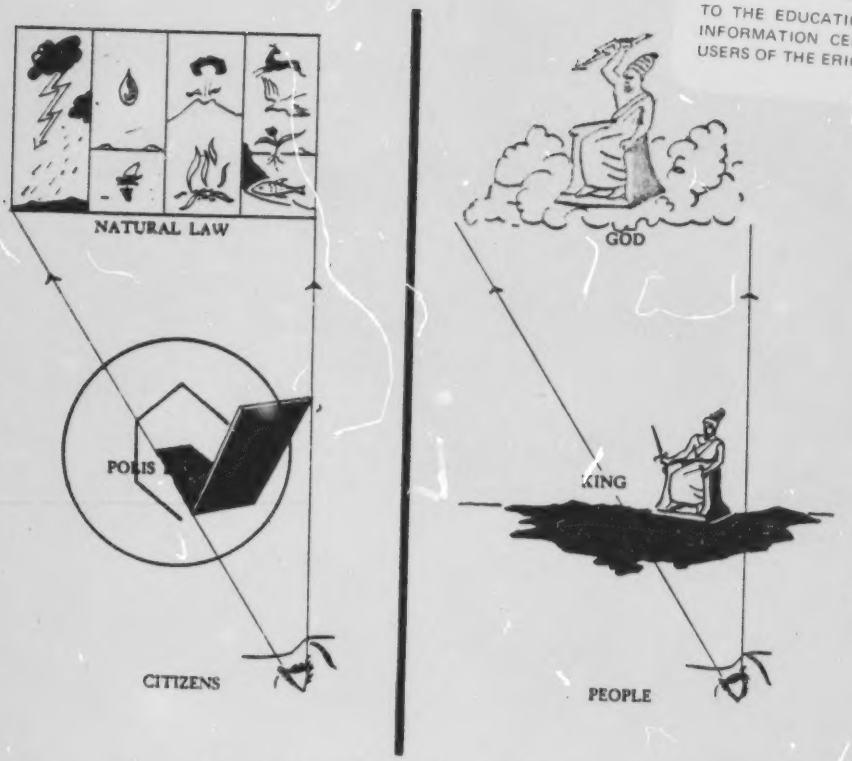
CULTURES OF THE WESTERN WORLD

GRADE TEN

INSTRUCTIONAL GUIDE



GREEK VS. ORIENTAL WORLD VIEWS

SP-011518

SOCIAL SCIENCE DEPARTMENT
WEST CHESTER AREA SCHOOL DISTRICT
WEST CHESTER, PENNSYLVANIA

CULTURES OF THE WESTERN WORLD

GRADE TEN

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UNIT I

INTRODUCTION TO THE COURSE

LESSON ONE: Identification of the Concept of Culture

OBJECTIVES: 10-1. The Student should be able to provide a synthesized, working definition of the term culture as it is used in an anthropolcgical context.

10-2 The student should be able to define and provide examples for key terms associated with the concept of culture.

MOTIVATION: The students will be asked to draw upon their backgrounds from World Cultures I in providing a definition for the term culture. The teacher will list several of the student responses on the overhead projector. Then the teacher will show the students the foci of definitions for culture developed by three cultrual anthropologists. A comparison of the student definitions with those of the professional anthropologists should be made and a discussion encouraged. Finally, the three key elements of the definition of culture should be underscored for the students.

CONTENT:

I. Culture: Non-Anthropological Definitions

A. Use in Biology
B. References to Individuals with Knowledge of Literature, Art, and Music.

II. Culture: Anthropological Perspectives

A. Sir E.B. Tylor
   1. complex whole
   2. knowledge, beliefs, art, morals, laws
B. Ralph Linton
   1. transfer process
   2. flow from older to younger members of society
C. Leslie White
   1. Humanness and the ability to "symbol"
   2. use of language as primary ability of man to symbol
D. Synthesized Definition
   1. complex whole of learned behaviour
   2. passed from older to younger members of society
   3. transfer of traits (learned behavior) accomplished primarily by the use of language.

E. Axiom: Culture stands as unique to the human being. That is, culture makes one human

III. Cultural Diversity and Diffusion

A. Man's "Infinite Variety" Results from Culture
B. Biological Man
   1. same throughout the globe
   2. superficial, exterior differences

C. Cultural Diffusion
   1. movement of trait outward from point of origin
   2. dominance (spatially) of European traits (note languages as example)

IV. Key Terms

A. Enculturation-process of learning the basics of a culture
B. Socialization--process of learning how to interact with others of a culture
C. Material Culture--those traits that are tangible
D. (Non-Material Culture)--those traits that are non-tangible.
E. Acculturation--technologically dominant society manipulating a less dominant culture (destruction of a culture's uniquenesses)

SUMMARY: The student should now be able to use his synthesized definition of culture and related terms as frames of reference for any European culture studied in the course.

LESSON TWO: The European Culture Region--Its Geographic Setting

OBJECTIVES:

10.3 The student should be able to explain the difference between the concepts of culture, region, and continent.

10.4 The student should be able to explain why Europe, geographically, does not qualify as a continent.

10.5 The student should be able to locate the major landform types of the European Culture Region.

10.6 The student should be able to list the dominant climate types of the European Culture Region and locate them.

MOTIVATION: The teacher will write the word continent on the overhead projector. Then the students will be asked to identify the major characteristics of a continent (largeness, separateness, uniqueness). Using both a desk outline map of the world and a separate desk outline map of Europe, the students will be asked to justify why Europe has been called a continent by so much of the lay world. They will then be asked to suggest why Europe does not qualify as a continent.

CONTENT:

I. Europe as a Continent

- A. Continent Considered a Huge Landmass Projecting an Image of Isolation and Uniqueness (Africa versus Asia, e.g.)
- B. Europe, Physically, as a Western Appendage of Eurasia (Indentification of Term)
- C. Europe's Boundaries not Well Defined Physically or Culturally
- D. Ethnocentrism and Identification of Europe as a Continent
- E. Appropriateness of Term "Culture Region"

II. Physical Geography Influencing Europe

- A. Peninsular Europe-Marine Influence
- B. Mountains-Major Locations
  1. directional orientation
  2. boundaries or helps to intraregion communication
- C. Plains-Major Locations

1. boundaries or helps to intraregion communication
2. construction--transportation

III. Climates Influencing Europe

A. Marine West Coast
   1. location
   2. characteristics
B. Mediterranean
   1. location
   2. characteristics
C. Continental
   1. location
   2. characteristics
D. Moderate Tone of Europe's Climates
   1. density of settlement combined with landform benefits
   2. marine influence combined with proximity to sea and diffusion of culture to other global locations

SUMMARY: With their knowlege of Europe's relative size and location, its landforms and climates, and their understanding of the concept of culture, the student should be able to speculate on why European culture spread so widely throughout the globe and the importance of understanding some of the essential elements of European civilization.

UNIT TWO

ANCIENT GREECE

LESSON ONE: Europe's First Civilization: The Aegean

OBJECTIVES: 10.7 The student should be able to list the main characteristics of a civilization.

10.8 The students should be able to suggest reasons for Europe's first civilization surfacing on the island of Crete.

10.9 The students should be able to identify the documentation man has for knowing a civilization existed on Crete.

10.10 The student should be able to explain the importance of the Aegean civilization to the development of Hellenic civilization.

MOTIVATION: The students will be asked to think of the various societies of the globe they have studied to that point. The teacher will then select from the student responses one that represents a civilization and one that does not (represents what anthropologists would call only "a culture.") These should be well known societies to the student, such as French civilization and the Bushmen society. The students will then be asked to explain the differences that exist in the two human groups. From their explanations comes the definition--characteristics of a civilization.

CONTENT: I. Civilization--Its Characteristics

A. Written Language
B. Specialization in Occupation
C. High Population Density Settlement Pattern

II. The Aegean Civilization--Geographic Overview

A. Center on Crete (Location)
B. Proximity to Egypt, Anatolia, and Eastern Mediterranean (Chances for Transaction Flows)
C. Ruggedness (extension of Balkan Mountains)
D. Few Natural Resources--Seafaring People

III. Characteristics of the Aegean Civilization

A. Physically Akin to "Dark Whites" of Asia Minor
B. Grew Up Concurrently with Egyptian (Influences?)
C. Cretan Centers
   1. Knossos
   2. Phaestus

D. City Planning
E. Trade
F. Art, Entertainment

IV. Documentation for Aegean Civilization

A. Iliad and Odyssey of Homer (circa 850 B.C.)
B. Heinrich Schliemann (1870)
   1. unearthed Troy
   2. unearthed Tiryns
   3. unearthed Mycenae
C. Sir Arthur Evans (1900) --Knossos

V. Significance

A. Absence of Natural Resources Does Not Necessarily Hinder Development and Prosperity (Comparison with Switzerland)
B. Proximity of Aegean civilization to Location of Hellenic civilization's Development--Acculturation.

SUMMARY: Now that the students have reviewed the development of the Aegean civilization, they should be able to note that through the acculturation process, a society less rich in at least material culture may be influenced significantly by one more greatly endowed. This concept should frame the first discussion on Hellenic (Greek) culure.

LESSON TWO: Beginnings of Hellenic (Greek) Civilization

OBJECTIVES:

10.11 The student should be able to define the term Hellenic civilization.

10.12 The student should be able to define the term migration and note reasons for migrations.

10.13 The student should be able to identify the three major Greek tribes settling in the circum-Aegean area.

10.14 The student should be able to list the three major beliefs held by the Greeks.

MOTIVATION: The teacher should make a brief introductory statement referring the students to the greatness of the Aegean civilization. Comparing the two names "Aegean civilization" and "Greek civilization," however, the latter stands as more notable in the layman's conscience. The students should be asked why. After a brief discussion, the teacher should pose this question: "Should the credit for Greek civilization's greatness actually stand with the Aegean civilization?" This question should be directly addressed after the discussion on Ancient Athens.

CONTENT:

I. Identifying the Term Greek

A. Greek
1. derived from Romans
2. Greci but one small tribe encountered by Romans but applied to all

B. Hellenes
1. term used to identify a Greek
2. Hellas--alternate name for Greece
3. in Greek mythology the ancestor of the Greeks was Hellen

C. Tribes From the North (Indo-European)
1. spoke Greek
2. Ionians
3. Achaeans
4. Dorians

II. Achaeans

A. Advance Guard
B Mycenae Established 2000 B.C.
C. Conquered Crete in 1450 B.C.
D. After 1184 Dominated Circum-Aegean

III. Dorians

A. Invasion in 1100 B.C.
B. Destroyed Mycenae
C. Onset of Greece's "Dark Age"

IV. Other Greek Tribes Settled in the Lower Balkan Penisula

A. Aegean-Achaean Advancement Helped Advance Greek Civilization
   1. seafaring--trading
   2. colonies
B. Greek Colonies--Functions
   1. markets
   2. raw materials
   3. population distribution
   4. strategic

V. Three Essential Beliefs Held by Greeks

A. Man's Worth
B. Natural Law--Fate
C. Man's Ability to Discover Natural Laws

VI. The Greek Concept of the Whole Man

SUMMMARY: After reviewing the introductory overview of Greek migrations-invasions into the lower Balkan Peninsula, the students should be able to start forming a two-sided image of the Greeks--one of diversity and one of commonality. The teacher should be moving the class toward a discussion focused on Athens.

LESSON THREE: Development of Athenian Democracy

OBJECTIVES: 10.15 The student should be able to define the term city-state (polis).

10.16 The student should be able to trace the rise of democracy in Athens to the "Cleisthenian Model."

MOTIVATION: The terms nation and state will be written on the overhead projector. The technical definitions will be supplied by the teacher should the students fail to fully differentiate between the two. From there discussion on the Greek polis as a political entity should begin.

CONTENT:

I. Definition of City-State

- A. Nation--Group of Individuals with a Recognized Cultural Unity.
- B. State-Sovereign Political Entity
- C. Nation-State--Cultural Group with its Cultural Unity Protected by the Armor of a Sovereign Unit
- D. City-State--Sovereign Political Unit with a Territorial Limit Consisting of a City and Perhaps its Environs
- E. Polis-- Greek for City-State
- F. Current City-States
  1. Singapore
  2. Vatican City

II. The Greek City-State

- A. Political Organization of Greeks
- B. Loyalty to City-State by Citizen
- C. Nationalistic Pride Associated with City-State

III. Athens' Development as a City State

- A. 1200-800 B.C. Ruled by a King with Aristocratic Council
- B. 800-620 B.C. Council of Aristocrats Headed by Archons Entrench Themselves in Power
- C. Non-Aristocratic Citizens Reject Arbitrary Laws of Aristocracy
  1. Draco-an Archon
  2. Code of Laws
- D. 620-594 B.C. Class War
  1. Solon
  2. Series of Reforms

a. debt slavery
b. limit on amount of land owned
c. economic reforms

IV. Absolutism Turns to Democracy

A. Peisistratus and His Coup D'Etat
B. Son Followed--Poor Ruler
C. Cleisthenes' Assumption of Power
1. "Father of Athenian Democracy"
2. Assembly opened to every free white male citizen
3. operated a pure democracy
4. structure
a. Assembly
b. Stragegi
c. Council of 500
d. Courts (large juries)

SUMMARY· Now that the students have studied the structure of the Athenian democracy, can they draw some brief comparisons with the American?

LESSON FOUR: Democracy's Types and Limitations; The Spartan City-State; The Persian Invasion

OBJECTIVES: 10.17 The student should be able to differentiate between the two principal forms of democracy, their advantages and disadvantages.

10.18 The student should be able to differentiate between democracy and toatlitariansim as exemplifed by Athens and Sparta.

10.19 The students should be able to explain the reasons for the confrontation between Athenian democracy and Persian totalitariansim.

MOTIVATION: The class will be divided into two groups with a chairman and a recording secretary. One side will be asked to develop a convincing argument that a totalitarian state would be the most beneficial to the modern state; the other side that democracy is best. After about twenty minutes, the two sides will report their findings. The teacher will then summarize and organize the key findings.

CONTENT:

I. The Types of Democracy

- A. Direct or Pure
- B. Indirect or Representative
- C. Examples in Contemporary Society

II. Limitations of the Athenian (Pure) Democracy

- A. Officers of Government Selected by Lot not Necessarily the Best Qualified
- B. Demogogues Mislead the Unintelligent or Unknowing Voter
- C. Government Restrictions on Citizenship

III. Persian Empire (Totalitarian) Versus Athenian (Democracy) City-State

- A. 500 B.C. Emperor Darius
  1. stopped all resistance in Asia Minor by Hellenic Peoples
  2. intervention by Athens on Greek side

3. Darius ordered Athens and other Greek city-states to submit to his will
4. Athens refused
5. Persian declaration of war on Greeks

B. 490 B.C.: The Battle of Marathon--Significance
C. 480 B.C. Xerxes' Invasion
D. Overall Greek Victory--Democracy Over Totalitarianism
1. inherent strength of a democratic system and individual will
2. legacy of Western civilization

SUMMARY: After reviewing the strengths and weaknesses of democracy and the Athenian defeat of Persia's totalitarianism, the student should be able to reflect on the will of the American democracy to support the individual and confront totalitarianism.

LESSON FIVE: The Golden Age of Greece

OBJECTIVES: 10.20 The student should be able to identify at least two Greek (Athenian) contributions in each of the following fields: sculpture, architecture, drama, history, philosopy, and sciences.

10.21 The student should be able to interpret Edith Hamilton's statement: "The excellent becomes the permanent" as it applies to Greek (Athenian) contributions to Western civilization.

MOTIVATION: The students will be asked the following question: "When an historian refers to a nation's having a 'Golden Age," to what ideas is he referring?" From there a discussion on definition of "Golden Age" should ensue forming the background for the lesson on Athen's "Golden Age."

CONTENT:

I. Golden Age -- Definition

A. Culture's Height
B. Art, Literature, Music, Science
C. Advancement

II. Pericles' Contributions

A. Leadership During Golden Age
B. Believed in "Whole Man" Concept
C. Member of Strategi
D. Subsidized artists

III. Greek Fine Art

A. Sculpture
1. emphasized man himself
2. ideal of the human form
3. Myron- "Discus Thrower"
4. Praxiteles -- "Hermes and the Infant Dionysus"
a. Acropolis
b. Parthenon
c. Statue of Athena

C. Drama
1. used by Pericles to educate Greek on ideals of whole man

2. Aeschylus
   a. Father of Greek Tragedy
   b. Agememnon
3. Sophocles
   a. Theban Plays
   b. Antigone
4. Euripides--Trojan Women

IV. History

A. Herodotus
   1. traveler
   2. descritpion of Persians
B. Thucydides
   1. wars between Sparta and Athens
   2. objectivity

V. Philosopy

A. Definition--"Love of Wisdon or Knowledge"
B. Socrates
   1. Socratic Method
   2. great teacher
C. Plato
   1.Socrates' student
   2. Dialogues
   3. ideal state
D. Aritstotle
   1. Plato's student
   2. greatest intellect of all time
   3. collector of knowledge

VI. Science

A. Hippocrates
   1. Father of Medicine
   2. sickness caused by body's malfunction
   3. Hippocratic Oath
B. Herophilus
   1. nerve-brain connection
   2. blood pumped through heart
C. Eratosthenes--Earth's Circumference
D. Euclid--Geometry
E. Archimedes
   1. lever
   2. specific gravity

SUMMARY: Now that the students have reviewed a number of Greek contributions, can they now realize and understand how concepts in the arts and sciences so taken for granted had to have been invented by man's thinking? The great thinkers originally creating this knowledge proved to be the Ancient Greeks (Athenians).

LESSON SIX: The Daily Lives of the Greeks

OBJECTIVE: 10.22 The student should be able to compare the lives of the Ancient Greeks with their own.

MOTIVATION: The students will be asked to reflect on their way of life, goals, values, and aspirations. Using this background discussion, the Greek mode of living will be discussed.

CONTENT:

I. Greek Mental Orientation

- A. Cultivation of the Individual
- B. Not Development of Comfort
- C. Not Concerned with Making Money
- D. House Highly Uncomfortable.

II. Greek Education

- A. Whole Man
- B. Physical Man
- C. Mental Man

III. Religion

- A. Please Gods-Receive Favors
- B. Gods Like Humans
  1. Mt. Olympus
  2. Zeus, Athena, Apollo

IV. Religious Festivals

- A. Olympic Games
  1 776 B.C.
  2. olive branches
- B. Poetry Contests

V. Beliefs

- A. Signs and Oracles
- B. Divination
- C. Oracle of Apollo at Delphi
- D. Fate
- E. After Life
  1. Hades
  2. Elysian Fields.

SUMMARY: Now that the students have learned some of the key values of the Ancient Greeks, they should be able to reflect on their own, especially in making value judgments on whether or not we may learn from the Greek mode of life.

LESSON SEVEN: Alexander the Great

OBJECTIVE: 10.23 The student should be able to list some of the characteristics that identify a great leader.

10.24 The student should be able to identify at least three major events in Alexander's life that contributed to his success as a great leader of the Ancient world.

MOTIVATION: The students will be asked to write down the characteristics of a great leader that are most striking in their thinking. The teacher will then collect these lists. By selecting and reading a few at random, a short discussion will ensue during which elaboration of the student-identified characteristics will be made.

CONTENT:

I. Setting of the Macedonians

- A. Northern Hellenic People
- B. Rugged Land
- C. 359 B.C. Philip as King of Macedonia
  - 1. Aristotle
    - a. friend
    - b. government adviser
    - c. tutor of Alexander
  - 2. Life Goals
    - a. strong national army
    - b. conquest of Greece
    - c. conquest of Persia

II. Pan-Hellenism

- A. Unification of All Greek Peoples Under Macedonia
- B. Philip's Lack of a Great Navy

III. Olympias

- A. Wife of Philip
- B. Epiran-Superstitious, Jealous

IV. Take-Over by Alexander

- A. Philip Assassinated (336 B.C.)
- B. Olympia's Role
- C. Son Alexander Took Over
- D. Established Hegemony Over Greece
- E. Conquered Persia

V. Policy of Conquest

A. Adoption of Persian Customs and Dress
B. No Tribute
C. Vanity
D. Died at 33 Years of Age

IV. Significance

A. Hellenistic Culture
B. Centralized Government Over Much of Western Civilization
C. Efficiency
D. Greatness?

SUMMARY: Now that the students have looked at and studied a great man of history, can they point out the criteria to be used in judging the greatness of individuals in contemporary society? Are there any "great" men today?

UNIT THREE

ANCIENT ROME

LESSON ONE: Introduction to Rome and the Establishment of the Republic

OBJECTIVES:

10.25 The student should be able to identify the pre-Roman civilization inhabitants of the Italian Penisula.

10.26 The student should be able to identify the Etruscan contributions to Roman society.

10.27 The student should be able to compare some of the institutions of Roman civilization with their own.

MOTIVATION: The students will be given atlases where they will be directed to view a physical-political map of the circum-Mediterranean. They will be asked to compare the physical setting of the Greek and Italian Peninsulas. They will also be asked to compare the climate settings by reviewing the climate map in the atlas. From there the teacher will ask: "How would it be possible for one city-state to hold hegemony (definition) over the entire Mediterranean basin?" With this discussion as background, the teacher will begin the content presentation on Rome's early beginnings.

CONTENT:

I. The Early Beginnings

- A. First Inhabitants
  1. crude (technologically) primitives
  2. only archaeological documentation
- B. 2000 B.C. Indo-European Peoples Migrate to Italian Peninsula
  1. Italian tribes
  2. Latins settled around Tiber River Valley
- C. Aeneid by Vergil--Rome's Early Story
- D. Orientation to Western Mediterranean

II. Establishemnt of Rome as a City-State

- A. No Real Documentation--Legends (Romulus and Remus)
- B. 753 B.C.
  1. Romulus (name for Rome) king
  2. between 800-700 B.C. Rome's seven hills unite to form one city
- C. Rome's Growth
  1. line of least resistance north-south in Italian Peninsula
  2. Tiber R.-Arno R. axis.

III. Etruscans

A. 900 B.C. Etruscans (Asia Minor) Conquer Northern Italian Peninsula
B. Advanced Technologically
   1. warfare techniques
   2. construction techniques
C. Dominated Italian Tribes
D. 509 B.C.--Roman Republic Founded
   1. 509-31 B.C. = Republic
   2. 31 B.C. to 476 A.D. = Empire

IV. Roman Social Classes

A. Patricians
   1. rich land owners
   2. descendants of founders
   3. held positions in Senate--key lawmaking body of Rome
B. Plebians
   1. lower class
   2. no social mobility (define)
   3. no intermarriage with patricians
   4. subject to slavery for debt
C. Plebian Grievances
   1. confrontations with patricians
   2. needed for military
   3. threat of military strike
   4. used strike to gain tribunes
      a. guarded interests of plebians
      b. used 'Veto'
   5. 449 B.C. first written code of laws

V. Rome's Democracy?

A. Republic--Definition
B. Key Decisions Made Only by Patricians
C. "Aristocratic Republic" (definition)

SUMMARY: Now that the students understand the concept of a democracy controlled by an elite, they should be able to reflect on the American Republic. Is our country's government like Rome's dominated by an "aristocracy?"

LESSON TWO: The Punic Wars

OBJECTIVES: 10.28 The student should be able to identify the term "Roman Imperialism."

10.29 The student should be able to identify the major circum-Mediterranean territorial gains realized by Rome with her victories in the Punic Wars.

MOTIVATION: The students will be asked to observe the border between the U.S.S.R. and Red China on a wall map. They will then be asked to explain if the relations between the two giants are cordial at present. After determining no, the students will be asked to explain. From these answers the confrontation between the two Ancient World giants of the Mediterranean, Rome and Carthage, will be addressed.

CONTENT: I. Roman Conquests

A. 290 B.C. Samnites Defeated
B. 265 B.C. Rome in Control of Italian Peninsula
C. Sicily in Control of Carthage
D. Confrontation Zone Between Two Strong Powers

II. Carthage: Background

A. Former Phoenician Colony of Tyre
B. Sea Power
C. Imperialistic (Definition)- Minded

III, The Punic Wars

A. First -- 264-141 B.C.
   1. Sicily won by Rome
   2. Carthage pays indemnity to Rome
   3. Carthage loses navy
   4. sea battles (corvus)
   5. Rome's confidence building
B. Second--218-201 B.C.
   1. Hannibal
   2. Scipio
   3. Hispania won by Rome
C. Third--149 B.C. -146 B.C.
   1. role of Cato
   2. complete destruction of Carthage
   3. unquestioned supremacy of Rome

IV. Rome's Imperialism

A. City-State Developing Taste for Conquest and Imperialism.

B. Rome's Army
   1. highly disciplined
   2. organization of legions
C. Principles of Colonization
   1. Roman citizenship
   2. control of "provinces"

SUMMARY: Now that the students have understood Rome's taste for imperialism, can they reflect on how the world today relates to imperialism as a value? Why has there been such a change?

LESSON THREE: Attempted Reforms in Rome and the Rise of Julius Caesar

OBJECTIVES: 10.30 The student should be able to define the term land reform and identify its importance to the social class structure of post Punic War Rome.

10.31 The student should be able to trace Julius Caesar's rise to power.

MOTIVATION: The following question will be posed to the students as an introductory discussion format: "Are wars good or bad for a country's economy?" From the student responses, a discussion on the problems of a postwar economy will be mentioned. Perhaps experiences from the Vietnam period could be inserted.

CONTENT: I. Carthage's Defeat: Roman Discontent

A. Rome's Soldiers
   1. citizens
   2. Farmers-small landowners
B. Plebians Lose Land
   1. unpaid taxes
   2. off fighting Punic Wars
C. Slaves from Conquered Lands Employed in All Areas of Economy
D. Socio-Economic Discontent
   1. unemployment
   2. city mobs
   3. loss of dignity

II. Gracchi Reforms

A. Tiberius Gracchus
   1. patrician
   2. tribune
   3. sought land reform (define)
   4. murdered
B. Gaius
   1. bother of Tiberius
   2. pressed for brother's programs
   3. had slave kill him when patricians pressed for his assassination
C. Absence of Land Reform
   1. class division
   2. instability in Roman society

III. Marius and Sulla: The Civil War

A. Gaius Marius

1. rich plebian
2. personal army
3. sought control of Rome
4. successful only shortly in 87 B.C.

B. Sulla
1. Roman general
2. champion of Senate (patricians)
3. defeated Marius and followers
4. became dictator (emergency condition)

C. Roman Society
1. instability
2. masses and mobs fed by dole (explain)

IV. Caesar--Popular Patrician

A. 60 B.C. First Triumverate
1. Pompey-general
2. Crassus-wealthy
3. Caessar--popular with the masses

B. Consulship Rotation
1. definition of consul
2. reason for rotation

C. Caesar as Proconsul of Gaul
1. military conquest through tactical genius
2. disciplined, loyal provincial army
3. diffusion of stories of conquest via Commentaries

D. Resentment of Pompey and Crassus
1. Caesar ordered back to Rome (without army)
2. crossed Rubicon (significance)
3. took over government
4. expanded regions of conquest to Syria, North Africa, and Hispania.

SUMMARY: Now that the students have seen the impact of widespread unemployment and discontent in a society, can they observe how such conditions can make a single individual who promises successes for the country highly popular politically?

LESSON FOUR: Caesar's Reforms and the Rise of Octavian

OBJECTIVES: 10.32 The student should be able to list and explain at least three major reforms put into effect by Julius Caesar.

10.33 The student should be able to explain the reasons for Caesar's being assassinated

10.34 The student should be able to identify the reasons for Octavian's success in establishing hegemony over Rome's government

MOTIVATION: The students will be asked to identify briefly the term reform. From this base the concept of a government-instituted reform will be discussed. Then the students will be asked to review conditions in Roman society prior to Caesar's coming to power. This background should form the frame of reference for the initial content discussion.

CONTENT: I. Caesar as Dictator

A. Key Reforms
1. land reform
2. public works
3. extension of Roman citizenship to provinces
4. extension of representation of provinces in Rome's governemnt

B. Caesar's Dictatorship Creates Stable Atmosphere

II. Caesar's Assassination

A. Patricians (Senatorial Class)
1. hated concept of dictatorship
2. fear of Caesar's power even with societal stability

B. Conspiracy (define)
1. assassination of Caesar
2. Ides of March (March 15, 44 B.C.)

C. Caesar's Death: Results
1. civil war between Senatorial Class and Caesar's followers
2. role of Octavian and Mark Anthony

III. Octavian versus Anthony

A. Octavian
1. grand-nephew of Caesar, became adopted son
2. intelligent, ambitious

B. Anthony
   1. friend of Caesar
   2. Caesar's general
   3. married Octavian's sister
C. Division of Empire
   1. Second Triumverate
   2. Octavian--Western Empire
   3. Anthony--Eastern Empire
D. Anthony and Cleopatra
   1. division between two ambitious political personalities
   2. Anthony divorces Octavian's sister
E. Confrontation at Actium (31 B.C.)

IV. Octavian's Rules

A. Absolute Power (Disguised) After Defeat of Anthony
B. "First Citizen" (Actually First Emperor)
C. Took Title Augustus("Honored One")
D. True Power
   1. Augustus' hands
   2. not wished to be viewed as a dictator or emperor
E. Accomplishments
   1. limited extent of Empire's boundaries
   2. establishment of provincial forces
   3. roads, public works
   4. paid civil service
   5. beginning of Roman Peace and Golden Age

SUMMARY: The students now have reviewed the political successes of Caesar and Octavian. Both held absolute power and led their societies to stability and greatnesses. Can they see, however, the dangers inherent in one man rule?

LESSON SIX: Overview of Roman Life

OBJECTIVES: 10.35 The student should be able to identify the term Romance Languages and be able to name them.

10.36 The student should be able to identify the importance of Roman Law to American Law

MOTIVATION: The students will be asked to define the term chauvinist as in the popular phrase "male chauvinism." From here the teacher will move the discussion to the concept of Roman pride in their cultural superiority (ethnocentrism).

CONTENT:

I. Mental Orientation

- A. Imperialistic
- B. Great Borrowers of Other Cultures' Characteristics
- C. Pragmatic People (Define)
  1. functional uses
  2. mental abstractions borrowed from Greeks (Roman teachers)

II. The Latin Language

- A. Language of Latin Tribe
- B. Basis of Five Modern Languages
  1. Romanian
  2. Italian
  3. Spanish
  4. French
  5. Portuguese

III. Roman Law

- A. 449 B.C.--Twelve Bronze Tablets
- B. Jus Gentium; Jus Naturale
- C. Justinian Code
- D. U.S. Law
  1. Roman Law
  2. English Common Law

IV. Religion

- A. Similar to Greeks
- B. Family
  1. patriarchal (define)
  2. role of slaves

SUMMARY: Now that the students have been exposed to some of the essential aspects of Roman life, can they note the realtionship between the Ancient World and Modern Society? The importance of the past to their lives should be reinforced.

LESSON SIX: Rome's Fall

OBJECTIVES: 10.37 The students should be able to explain the relationship between citizen apathy and Rome's weakness.

10.38 The students should be able to differentiate between the Western Roman Empire and Byzantium (Eastern Roman Empire).

MOTIVATION: The students will be confronted with the following question written on the overhead projector: "Is the United States a great power?" A discussion will then be held identifying items such as military and economic prowess and government decay and corruption. Eventually, the discussion should turn to a definition of the term citizen apathy.

CONTENT:

I. Greatness of a World Power

- A. Military Prowess
- B. Economic Dominance
- C. Global Respect
- D. Pride and Contributions of Citizens
  1. participation of citizenry
  2. citizen apathy (define)

II. Overview of Rome's Decline

- A. Internal Weaknesses
- B. Invasions by Militaristic Tribes

III. Specific Causes of Decline

- A. One Man Rule
  1. Selfishness and political impotency of Emperor
  2. apathy of citizens
     - a. dependence on provinces
     - b. absence of significant taxation in Rome proper
     - c. absence of citizen responsibility for government
- B. Disease, Corruption
- C. Need for Troops to Maintain Internal Stability

IV. Invasion of Barbarians

- A. Definition of Barbarian (Roman Perception)
- B. Tribes
  1. Huns

2. Visigoths
3. Vandals
4. Ostrogoths

C. Replacement of Romulus Augustulus 476 A.D.
1. last legal Roman Emperor
2. benchmark for fall of Rome in the West

V. Fall of Eastern Roman Empire

A. Emperor Constantine
1. early 300's A.D.
2. legalized Christianity
3. moved capital to Constantinople

B. Rome Survives in the East

C. Constantinople as "Second Rome"

D. 1453 Conquest of Byzantium (Eastern Roman Empire) by Ottoman Turks

SUMMARY: The students should now understand the dangers of not having citizens interested in government participation. Can they recognize this process transpiring in the United States?

UNIT FOUR

THE MIDDLE AGES

LESSON ONE: Introduction to the Middle Ages--The Cultural Personality of the Period

OBJECTIVES:

10.39 The student should be able to list the two alternate terms for the title Middle Ages.

10.40 The student should be able to locate the Middle Ages as a chronological period on a time line of Western civilization's history.

10.41 The student should be able to list at least three major chracteristics (general) of the Middle Ages as a period.

10.42 The student should be able to explain the means employed by the Franks to gain hegemony in France (Gaul).

MOTIVATION: The teacher should write the two titles "Middle Ages" and "Medieval Period: on the overhead projector. Regarding the first, the easier, the teacher should request that the students identify the period only through the use of its title. Key emphasis here is on the idea that the Middle Ages represents the Middle Period of man's history between the Ancient-Classical and Modern worlds. As a distinct period, it has identifying characteristics (other than chronology) to identify it. These are then to be discussed.

CONTENT:

I. Middle Ages--Alternate Terms

A. Medieval Period
B. Age of Faith (Particularly Expressive of Cultural Personality)

II. Time Perspective on the Middle Ages

A. Fall of Rome to Beginning of the Renaissance
B. Roughly 500-1500 (Varies According to European Location)
C. Identification of Term "Dark Ages"

III. Major Characteristics

A. Insecurity
B. Church Dominance
C. Small States (Micro or Mini-States)
D. Conflict--Power Struggles
E. Feudalism
F. Manorialism
G. Church-State Confrontations (Later Middle Ages)

IV. Church Dominance

A. Man's Search for Security
   1. physical
   2. psychological-spiritual
B. Church Provides This Stability
C. Dominated Institutions of Man
   1. economy--owned 1/3 land of Western Europe
   2. family--marriage
   3. government--literacy and secular lords' advisors
   4. education--clergy represented most of Europe's educated men
D. Church's Power Limitation--Military Protection

V. Church--Franks Coordinate Efforts to Control Western Eruope

A. Franks--Germanic Barbarian Tribe
B. Clovis--Dynamic Leader
   1. ordered his people's conversion to Christianity (Catholicism)
   2. gained sanction of Pope to conquer other barbarian tribes
   3. established control over the Frankish Kingdon
      a. name given to France
      b. included speakers of German, Italian, and French principally
   4. supplied protection to Church for:
      a. money
      b. administrative help
      c. psychological support
C. Established Merovingian Dynasty (Definition)

SUMMARY: Now that the students understand why the Church proved so dominant in the lives of Medieval Man, can they analyze why in the United States, Church and State are separate and that, in fact, the State has more dominance in the average citizen's life?

LESSON TWO: Charlemagne as a Great Medieval Ruler

OBJECTIVES: 10.43 The student should be able to identify the political difference between the Merovingian and Carolingian dynasties.

10.44 The student should be able to list at least four contributions of Charlemagne to the civilization of Medieval Europe that would identify him as an anomaly of his time period.

MOTIVATION: The students will be asked to define the term anomaly. (It should be a word wealth word of some of the students.) The theme for the lesson should focus on how Charlamagne stands as an anomaly of the Middle Ages (in comparison with the key concepts discussed in the introductory lesson). From there the discussion should move toward Charlemagne relation to the Carolingian dynasty and that dynasty's displacement of the Merovingians as ruler of Frankland.

CONTENT: I. Anomaly

A. Definition
B. Examples

II. Merovingian Incompetence

A. Merovingian Kings' Responsibility Given to "Mayors of the Palace"
B. Carolingians Gained "Mayor of Palace" Office (E.G. Charles Martel)
C. Merovingians Became "Do-Nothing Kings"
D. 751 Pepin the Short (Mayor of the Palace) Ousts Last Merovingian King
E. Carolingians Rule Frankland
F. Charlemagne Follows Pepin (Father) as King

III. Charlemagne's Accomplishments

A. Centralization of Power in His Hands
   1. inspections
   2. missi dominici
B. Devoutly Christian
   1. insisted on conversion of conquered peoples
   2. trouble with Saxons
C. Roads, Churches Built
D. Emphasis on Education
   1. palace school at Aachen

2. Alcuin
E. Protection of Popes
1. Adrian I
2. Leo III
F. Ruled Ethnically-Diverse Kingdom

SUMMARY: Again, the concept of what constitutes a great leader (ruler) has surfaced in the course. Can the students compare Charlemagne's greatness with that of Caesar's or perhaps, modern leaders?

LESSON THREE: Feudalism--Essential of the Middle Ages

OBJECTIVES: 10.45 The student should be able to define the term shatter belt.

10.46 The student should be able to explain how the division of Charlemagne's Empire created three distinct European culture regions.

10.47 The student should be able to define the term feudalism

10.48 The student should be able to explain the lord-vassal relationship of feudalism.

MOTIVATION: The class will be divided into three zones: French-speakers, German-speakers, and a mixed group. A common expression, such as "Good day" should be selected for use in the appropriate language by the appropriate zone. After dividing the class in this tripartite fashion, each group separately will be asked to say good day in its respective language. The class will then be asked to explain how such an actual cultural circumstance could surface. The mixing of cultures process will then lead to the concept of the shatter belt.

CONTENT: I. Fall of Charlemagne's Empire

A. Charlemagne's Death
B. Inability of Successors to Maintain Control Cultural Diverse Empire
C. 843 Treaty of Verdun
   1. German-Speaking Political Unit
   2. French-Speaking Political Unit
   3. Zone of Mixed Culutre (Shatter Belt)
   4. Relationship to Modern Map of Europe

II. Feudalism's Structure

A. Definition-Political Arrangement Ordering Lives of Medieval Man
   1. need for security
   2. need for protection
B. Structure
   1. lord--protection
   2. vassal-obligations
C. Contract
   1. homage
   2. fealty
   3. investiture

D. Loyalty of Vassals
   1. only to immediate lord
   2. not necessarily loyalty to a centralized lord
   3. maintenance of small states because of system

SUMMARY: Now that the student has reviewed the structure of feudalism, he should be more aware of man's ability to adapt to given political circumstances. Feudalism proved a cultural adaptive mechanism as a response to Medieval Man's insecurity.

LESSON FOUR: Knighthood and Manorialism

OBJECTIVES: 10.49 The student should be able to list and explain the procedure involved in becoming a knight.

10.50 The student should be able to describe the social structure and function of a Medieval Manor.

MOTIVATION: Four students should be selected to participate ina role-playing exercise regarding Medieval kinghthood. These individuals will represent a lord, a knight, a squire, and a page. These will then have four or five classmates assigned as research aides. After about ten or fifteen minutes of research-organization time, these students will explain their training and their place in the scheme of Medieval knighthood. An accolade ceremony should conclude the exercise.

CONTENT:

I. Medieval Knighthood

- A. Warrior Class of Period
- B. Occupation Reflective of Level of Confilct of the Middle Ages
- C. Procedure for Becoming a Knight
  1. page
  2. squire
  3. knight
  4. accolade
- D. Role of Knight
  1. fighting
  2. jousting (reason for)
  3. chivalry

II. The Medieval Manor

- A. Basic Economic Unit of Medieval Europe
- B. Social Structure
  1. lord and family
  2. peasants (perhaps)
  3. serfs
- C. Subsistence Agriculture Mainly
  1. land economy
  2. Medieval fair

SUMMARY: Again, the students have reviewed two cultural adaptive mechanism of man. They should reflect on why these are no longer required, and what mechanisms have replaced them.

LESSON FIVE: Lay Investiture--Issue in Medieval Church-State Conflict

OBJECTIVES:

10.51 The student should be able to define the term (lay)man.

10.52 The student should be able to define the term lay investiture.

10.53 The student should be able to relate how lay investiture proved to be a church-state conflict

10.54 The student should be able to identify one church-state confilict presently waxing in the United States.

MOTIVATION: The students should be asked to recall the association between feudalism and investiture. From there the term lay will be investigated, especially from the perspective of lay reader, a para-professional they may have met in their English classes.

CONTENT:

I. Defining the Term Investiture

A. Final Stage of Feudal Contract Establishment
B. Providing the Vassal with a Fief

II. Defining the Term Lay

A. Opposite of Professional
B. Medieval European Perspective--Non-Professional
C. Layman--Lord

III. Defining the Term Lay Investiture

A. Lord (Layman) Would Invest a Churchman with a Fief; Hence a Churchman Owed a Lord Feudal Obligations
B. Conflict for Churchman Regarding Primary Loyalty

IV. Church-State Conflict

A. Churchman Portrayed as Inferior to Lay Lord
B. Churchman Required to Provide Military Service to Lord

V. Pope Gregory's Oppostion to Lay Investiture

A. Dynamic-Purist Pope
B. Reforms Within the Church
   1. ended marriage for priests
   2. ended simony (define)
   3. declared lay investiture contrary to Church tenets

VI. Henry IV--Confrontation with Gregory VII

A. Late 1000's
B. Ruler of Holy Roman Empire (Loose Confederation of Central European States)
C. Needed Loyal Clergymen to Provide Support to Control Rebellious Nobles
D. Refused Gregory VII's Order Against Lay Investiture
E. Gregory Excommunicates (Define) Henry
   1. releases Henry's vassals from obligations
   2. Henry rendered impotent as a ruler
F. Canossa
   1. Henry seeks and receives forgiveness
   2. defied lay investiture
   3. excommunicated again with no effect
   4. deposed Pope in Rome

VII. Concordat of Worms in 1122

A. Church Gained Right to Elect Individuals Who Would Become Lords' Vassals
B. Lord Still Had Right to Demand Feudal Obligations of Clergy Who Were Vassals
C. Uneasy Compromise

VIII. Current State-Church Conflicts

A. U.S. Principle of Church-State Separation
B. Problems of Complete Separation
C. Examples
   1. aid to private schools
   2. abortion
   3. school prayers
   4. union organization of teachers in church schools

SUMMARY: The students should now have an understanding of an example of one of the earliest beginnings of Church-State conflict, or an overlapping of two institutions of man. They should be able to relate lay investiture's similarity to current Church-State disputes.

LESSON SIX: The Crusades and Their Psychological-Economic Impact on Europe

OBJECTIVES:

10.55 The student should be able to define the terms pilgrimage, crusade, and Holy Land.

10.56 The student should be able to identify the causes of the Crusades.

10.57 The student should be able to detail the major events of the First Crusade.

10.58 The student should be able to explain the major psychological-economic impacts of the Crusades on Medieval Man's life.

MOTIVATION: The teacher should write the term pilgrim on the overhead projector with a basic question regarding where the students have seen the word before. The expected result would be the Mayflower Pilgrims. Reasons for pilgrimages should be discussed as a frame of reference for the lesson.

CONTENT:

I. Defining the Term Pilgrim

- A. One Who Travels to a Shrine or Holy Place as a Devotee
- B. Reasons for Going on Pilgrimages
  1. Rome-Church leadership
  2. Holy Land--foundations of Church
  3. Demonstrate Faith and Help Achieve Salvation
- C. Dangers of Making Pilgrimages

II. The Turks Conquer the Holy Land

- A. Seljuk Turks Invade from the East--Followers of Islam
- B. Take Over the Holy Land in the 11th Cen.
- C. Sacred Ground of Christians in Infidel Hands
- D. Stories of Molestation of Christian Pilgrims

III. Religious Fervor Surfaces in Western Europe

- A. Alexis, Byzantine Emperor Requests Help from Roman Pope
- B. Pope Urban II --1095
  1. notes method of unifying all Christians moving them away from petty conflicts
  2. sees means of bolstering Church's sagging image
- C. Council of Clermont
  1. speech
  2. "God wills it!"

D. Purveyors of the Crusading Spirit
   1. Peter the Hermit
   2. Walter the Penniless
E. Encouragement to "Take Up the Cross"
   1. intrinsic motivation--do God's will
   2. new land to conquer and control
   3. riches-personal gain and glory

IV. The First Crusade-1096

A. Reached Holy Land After Great Suffering
B. Took Jerusalem After Great Slaughter
C. Christians Controlled Narrow Strip of Holy Land for 88 Years Thereafter
D. Only Really Militarily Successful Crusade

V. Psychological-Economic Impacts of Crusades

A. Common Bond-Common Enemy-But Temporary
B. Broke Down Feudalism
   1. peasants/serfs in troop ranks
   2. lords on Crusades left land behind to lords not on them (states grew larger)
C. New Products
   1. silks and spices
   2. new tastes
   3. new demands
D. Stimulation of Trade and Town Development

SUMMARY: Now that the students have understood the causes of the Crusades, can they observe how strong the bond of unity can become in the face of a common enemy? (Communism and Western Democracy against the Nazi power.) Can they as well interpret the meaning of the term "successful failure?"

LESSON SEVEN: Towns and Trade Weaken Feudalism

OBJECTIVES: 10.59 The student should be able to identify the reasons for Europe's moving from a land to a money economy in the late Middle Ages.

10.60 The student should be able to explain why the development of towns and trade weakened feudalism

MOTIVATION: The students will be asked to identify the means employed in our society to identify wealth. The most immdediate answer will probably be money. From that point the discussion should move to tangible items that also suggest wealth and its measurement; perhaps gold and land will be identified. With two sides of an acetate sheet used, one with the term money economy, the other with land economy, the students should be asked to ponder the differences along with the advantages and disadvantages. As a bottom line, the students will be asked why a land economy could not operate today and why it could in the Middle Ages.

CONTENT: I. Condition in Europe After Crusades

A. Luxury Goods Now Known and Demanded
B. Demand Fosters Building of Roads and Growth of Towns
C. Function of Towns

II. Dominance of Italian City-States in Post-Crusade Economics

A. Roman Heritage
   1. abundance of towns
   2. aburdance of roads
B. Center of Papal Authority
   1. cultural focus
   2. flow of gold and silver
C. Embarkation Point for Transport to Holy Land
D. Preeminence of Venice and Genoa

III. The Charter as a Binding Contract in a Town's Existence

A. Towns on Lords' Land But Had Free Population
B. Restrictions on Free Population
   1. lord's court
   2. lord's taxes

C. Lord Grants Charter
   1. contract
   2. townsmen's rights for money

IV. Rise of the Burgher Class

A. Wealthy, Non-Nobles
B. Trade and Manufacturing Occupations
C. Called Bourgeoisie
D. Threat to Established Nobility

SUMMARY: Now that the students have reviewed the development of towns and trade, can they more readily perceive how the basic economic structure of their society operates? Can they recognize the need for banking operations and currency laws? Do they recognize the need for urban centers to perform these functions?

LESSON EIGHT: Medieval Religion and Education

OBJECTIVES: 10.61 The student should be able to differentiate between the Romanesque and Gothic architectural styles.

10,62 The student should be able to explain how the Medieval system of education operated.

10.63 The student should be able to differentiate between the philosophies of Peter Abelard and St. Thomas Acquinas as two representative scholars of the Middle Ages.

MOTIVATION: A series of slides of Medieval cathedrals will be shown to introduce the lesson. The students will be asked to explain how these are representative of the Middle Ages. Two slides, one of a Gothic Cathedral and one of the Romanesque style will be used to instruct the students in the difference in these two major cathedral types. From there the relationship between religion and Medieval education will be mentioned.

CONTENT: I. Cathedrals

A. Bishop's Church
B. Honor God
C. Contributions to Building
   1. money
   2. labor
D. Romanesque
   1. heavy lines
   2. monolithic structure
E. Gothic
   1. graceful, delicate lines
   2. decorative

II. Universities

A. Most Education the Domain of the Church
B. Teachers--Clergy
C. Focus--Theology
D. Universities Supported by Church Funding and Run by Religious Orders

III. Scholasticism

A. Late Middle Ages Type of Academic Analysis of Church Doctrines

B. Tripartite Format
   1. pholosphy (logic)
   2. theology
   3. systematic reasoning (if, then)

C. Peter Abelard
   1. Sic et Non
   2. contradictions in Church Doctrine when logic applied
   3. reader draws own conclusions

D. St. Thomas Acquinas
   1. defender of the Church
   2. attempted to reconcile the truth of reason with the truth of revelation

SUMMARY: Now that the student has observed the dominance of the Church in controlling Medieval education, can they compare the dominance of the state in their educational system instead? Can they explain this difference

UNIT FIVE

THE RENAISSANCE AND THE REFORMATION

LESSON ONE: Introduction to the Renaissance and a Selective Review of Representative Authors

OBJECTIVES: 10.64 The student should be able to provide a complete definition of the term Renaissance.

10.65 The student should be able to identify the approximate time period of writing, a representative work, and the content of that representative work associated with a Renaissance author.

MOTIVATION: The students will be presented with an excerpt from Erasmus' Praise of Folly to read and analyze. After completing their reading, they will be asked to identify the work as either Medieval or something else. The emphasis should be on why the work is NOT medieval. From that point the introductory definition work should ensue

CONTENT: I. Renaissance: Definitions and Causes

A. French Term Meaning Rebirth
B. Rebirth of Ancient--Classical World's Ideas and Values
C. Period of Transition Between Medieval and Modern Times
D. Causes
1. increase in affluence and standard of living in Europe
2. rise of education and the university where truths of the natural world were being uncovered and the Church was losing its grasp
3. output of books-10 million after 1450 with the printing press.

II. Dante Alighieri

A. 1265-1321
B. uomo universale
C. soldier, politician, philosopher, lover
D. Works
1. Divine Comedy
a. vernacular
b. Church criticism
c. religious theme
2. De Monarchia (Separation of Church and State)
3. La Vita Nuova (Beatrice Portinari)

III. Francesco Petrarca

A. First True Renaissance Writer
B. 1304-1374
C. Lover of Greek and Roman Classics
D. Style of Cicero
E. Works
1. Africa (Latin Epic Poem)
2. Canzoniere (Vernacular Song Book About Laura)

IV. Baldassare Castiglione

A. Uomo Universale
B. 1478-1529
C. Work
1. The Courtier
2. ideal Renaissance gentleman
3. handbook of social graces

V. Niccolo Machiavelli

A. 1469-1527
B. Political Realist
C. Work
1. The Prince
2. "end justifies the means"
3. ruthlessness

SUMMARY: Now that the students understand the meaning of the term Renaissance and have studied a few representative authors, can they grasp the meaning of the concept of humanism, the central theme of Renaissance thought?

LESSON ONE: Introduction to the Renaissance and a Selective Review of Representative Authors

OBJECTIVES: 10.64 The student should be able to provide a complete definition of the term Renaissance.

10.65 The student should be able to identify the approximate time period of writing, a representative work, and the content of that representative work associated with a Renaissance author.

MOTIVATION: The students will be presented with an excerpt from Erasmus' Praise of Folly to read and analyze. After completing their reading, they will be asked to identify the work as either Medieval or something else. The emphasis should be on why the work is NOT medieval. From that point the introductory definition work should ensue

CONTENT: I. Renaissance: Definitions and Causes

A. French Term Meaning Rebirth
B. Rebirth of Ancient--Classical World's Ideas and Values
C. Period of Transition Between Medieval and Modern Times
D. Causes
1. increase in affluence and standard of living in Europe
2. rise of education and the university where truths of the natural world were being uncovered and the Church was losing its grasp
3. output of books-10 million after 1450 with the printing press.

II. Dante Alighieri

A. 1265-1321
B. uomo universale
C. soldier, politician, philosopher, lover
D. Works
1. Divine Comedy
a. vernacular
b. Church criticism
c. religious theme
2. De Monarchia (Separation of Church and State)
3. La Vita Nuova (Beatrice Portinari)

III. Francesco Petrarca

A. First True Renaissance Writer
B. 1304-1374
C. Lover of Greek and Roman Classics
D. Style of Cicero
E. Works
1. Africa (Latin Epic Poem)
2. Canzoniere (Vernacular Song Book About Laura)

IV. Baldassare Castiglione

A. Uomo Universale
B. 1478-1529
C. Work
1. The Courtier
2. ideal Renaissance gentleman
3. handbook of social graces

V. Niccolo Machiavelli

A. 1469-1527
B. Political Realist
C. Work
1. The Prince
2. "end justifies the means"
3. ruthlessness

SUMMARY: Now that the students understand the meaning of the term Renaissance and have studied a few representative authors, can they grasp the meaning of the concept of humanism, the central theme of Renaissance thought?

LESSON TWO: Humanism and Renaissance Art

OBJECTIVES: 10.66 The student should be able to define the term humanism.

10.67 The student should be able to recognize at least one representative piece of art work done by Leonardo, Michelangelo, and Raphael and suggest how that art work is representative of humanism and the Renaissance.

MOTIVATION: The students will be shown a series of slides told only to review the theme of the picture. All slides should reveal humanistic, Renaissance subject matter. After the brief viewing, each slide should then be discussed as to how it qualifies as reflective of Renaissance work. The painter and title should then be identified as well.

CONTENT:

I. Humansim--A Definition

- A. An Attitude or Way of Life Centered on Human Interests or Values
- B. Comparison with Spiritualism of the Middle Ages
- C. Focus of Renaissance Thought and Work
- D. Essence of Renaissance Spirit

II. Humanism's Influence in Renaissance Art

- A. Concentration on Details of Human Form
  1. Biblical scenes
  2. secular orientation
- B. Fluidity of Motion
- C. Use of Light and Shade
- D. Real Objects in Nature
- E. Use of Natural Backgrounds
- F. Secularism

III. Leonardo Da Vinci

- A. 1452-1519
- B. Uomo Universale (Comparison with "Whole Man")
- C. Engineer
- D. Biologist
- E. "Last Supper" and "Mona Lisa"

IV. Michelangelo

- A. 1475-1564
- B. Favor of Lorenzo de Medici
- C. "Statue of David"
- D. Sistine Chapel

V. Raphael

A. 1483-1520
B. "The Perfect Painter" and "The Divine Painter"
C. Classic Harmony and Balance
D. "School of Athens"--Fresco
E. Madonna of the Goldfinch
F. Sistine Madonna

IV. Renaissance Architecture

A. Greek Columns, Roman Arches
B. St. Peter's

SUMMARY: Now that the students have reviewed humanism and seen examples of its operation both in writings and paintings, can they see the similarity in values of the Renaissance and today's society?

LESSON THREE: The Age of Exploration and Discovery as a Relection of Renaissance Spirit

OBJECTIVES: 10.68 The student should be able to identify the main factors allowing the Portuguese nation-state to experience the initial success among European powers in the Age of Exploration.

10.69 The student should be able to identify at least one major accomplishment of each personaltiy discussed in the lesson.

10.70 The student should be able to explain how the Age of Exploration was a reflection of the spirit that pervaded the Renaissance.

MOTIVATION: The student will be asked to define the term exploration. They will then be questioned on the importance of exploration both today in space and during the Renaissance. As a final introductory question, the students will be asked to describe the characteristics of an explorer. Their list will be referred to as the lesson proceeds in the development of the theme that the Renaissance personality, which was oriented to curiosity, adventure, and the seeking of profit, was reflected in the deeds of the explorers of this time.

CONTENT:

I. The Attitude of Renaissance Man Toward Exploration

A. Free Spirit Toward Danger
B. Curious About New Lands and the Acquistion of Knowledge
C. Motivation to Find New Lands
   1. God
   2. gold
   3. glory

II. The Portuguese Leadership

A. Small, Unified, Cut-Off from Europe's Mainstream
B. Few Natural Resources
C. Oriented Toward the Atlantic
D. Leadership Interested in Navigation
   1. Prince Henry (1394-1460)
   2. Joao I

III. Portuguese Explorers

A. Bartolomeo Diaz

B. Vasco Da Gama
C. Pedro Alvarez Cabral

IV. Spanish Explorers

A. Christopher Columbus
B. Ferdinand Magellan
C. Hernando Cortez
D. Francisco Pizarro
E. Jimenez De Quesada
F. Pedro De Valdivia

V. The Spanish-Portuguese Dispute

A. Control of Newly-Discovered Lands
B. Bulls of Demarcation of 1493-100 Leagues West of the Azores
C. Treaty of Tordesillas 1494- Shift of Line to 370 Leagues West of the Cape Verde Islands

IV. Results of the Age of Exploration

A. Influx of Precious Metals--Inflation
B. New Tastes for Food and Clothing (Cultural Change)
C. Rise of Mercantilistic (Define) Philosphy
D. Addition of New Content to Body of Knowledge

SUMMARY: Now that the students have been exposed to the Age of Exploration, can they see how the new interest in man and his world that developed as part of the spirit of the Renaissance personality was mirrored in the deeds of the Portuguese and Spanish explorers.

LESSON FOUR: Introduction to the Reformation

OBJECTIVES:

10.71 The student should be able to provide a working definition for the term Reformation.

10.72 The student should be able to identify the time span of the Reformation.

10.73 The student should be able to explain at least two (2) reasons for the Reformation's coming in Europe.

10.74 The student should be able to identify the significance of the lesson's personalities to the eruption of the Reformation.

MOTIVATION: The word Reformation will be written on the overhead projector. The students will be asked to tear the word apart to see which major term contains the essence of the meaning of the term Reformation. The word the teacher is seeking is reform. The definition for reform will be synthesized from student discussion. The teacher will then conclude the beginning of the lesson by asking students to supply what specific type(s) of reforms were being sought in Europe during the Reformation.

CONTENT:

I. Reformation--Definition

A. Reform-Change for the Better
B. Change in Practices of the Roman Catholic Church
C. Those Seeking Reforms Called Protestants
   1. protest
   2. evil practices (corruption) of Catholic Church
D. Began Early 16th Century

II. Forerunners of the Protestant Reformation

A. Great Western Schism (1378-1417)
   1. Babylonian (Avignonese) Captivity (1309-1376)
      a. quarrel between Philip IV and Boniface VIII
      b. 1376 Pope Gregory XI returned to R[illegible]-died
   2. Urban VI (Italian) elected; succeeded by:
      a. Boniface IX
      b. Innocent VII
      c. Gregory XII
   3. French Cardinals unhappy with Italian selection and elected Clement VII; succeeded by Benedict XIII
   4. Council of Pisa (1409)
      a. selected Alexander V
      b. now three popes

5. Council of Constance (1414-1417)
   a. declared three popes illegal
   b. elected Martin V
   c. divided loyalty of Catholic world

B. John Wycliffe (1330-1384)
   1. ecclesiastical professor-Oxford
   2. Church vs. Bible
   3. Bible above Pope on spiritual questions
   4. denied transubstantiation (define)
   5. Bible to be interpreted by layman
   6. translated the Bible into English

C. John Huss
   1. Bohemina
   2. adopted Wycliffe's views
   3. invited to defend views at the Council of Constance
   4. found a heretic (define) and burned
   5. martyr (define)
   6. Council of Constance also ordered the bones of Wycliffe burned

III. Desiderius Erasmsus (1469-1536)

A. Dutch-Rotterdam
B. Northern Humanist
C. Praise of Folly
   1. folly guiding spirit of man
   2. greed, materialism
   3. emotion over reason
D. Mocked Ignorant Churchmen
E. Goals
   1. never wished to divide the Church
   2. desired to point out the need for Church reform

SUMMARY: The students have now been introduced to an aspect of societal reform, i.e., a need to change one of man's basic institutions, the Church, because its practices became recognized as not helping the masses, but helping a greedy few. Can the student draw any parallels between the protests of such men as Erasmus and Wycliffe against the Church with the present day protests against the U.S. Government over an issue such as taxes?

LESSON FIVE: Martin Luther as the Central Figure of the Early Reformation

OBJECTIVES: 10.75 The student should be able to explain how Luther's academic background proved an important aspect in his success as a Reformation personality.

10.76 The student should be able to identify the evils of the Roman Catholic Church that led Luther to the establishment of a separate systematic body of thought regarding the institution of religion

10.77 The student should be able to explain why Luther proved successful in his confrontations with the Roman Catholic hierarchy and why Wycliffe and Huss were condemened by the Council of Constance.

10.78 The student should be able to explain any two (2) of Luther's major tenets.

MOTIVATION: The teacher should assign a student to research and then present a brief oral report on Luther's early background. From this background the students should be able to note how Luther's academic success would prove important in his later success as a Reformation personality. Then the discussion on Luther's crusade to cleanse the Church, and then his decision to break with it will be developed.

CONTENT: I. Luther's Early Background (1483-1546)

A. Son of a Peasant/Miner
B. Studied Law at Erfurt
C. Became Augustinian Friar--Religious Experience
D. Able Scholar, Assigned as Professor at Wittenberg
E. Successes
   1. machine
   2. motivation
   3 .organization
   4. conviction

II. Disgust with Church

A. 1510-Visit to Rome
B. 1517-Pope Leo X and Johann Tetzel
C. 95 Theses
D. 1518-Confrontation with Augustinian Hierarchy
E. Debates with Johann Eck

III. Diet of Worms (1521)

A. Formally Excommunicated
B. Told to Appear at Imperial Diet of the Holy Roman Empire
C. Told to Recant:

> "Unless I am convinced by the testimony of Scripture or by an evident reason... I neither can not nor will revoke anything, seeing it is not safe to act against conscience."

D. Gained Immunity by Staying at Frederick the Elector of Saxony's Castle at Wartburg
E. Translated the Bible into German

IV. Luther's Success in Germany

A. Became Symbol of Opposition to Pope and Charles V, Holy Roman Emperor
B. German Princes Opposed to Control of Land and Currency by Church and Foreigner, Charles V
C. Appealed to Peasants Because of Simplicity

V. Charles V and the Ottoman Turks

A. Politician
B. Facing Invasions of Eastern Lands from Church and Needed Protestant Support
C. Did Not Enforce Arrest Order for Luther

VI. Luther's Tenets

A. Faith as Opposed to Good Works
B. Denied Transubstantiation; "Consubstantiation"
C. Bible, Subject to Personal Interpretation
D. Elimination of Clergy Hierarchy
E. Permitted Marriage of Priests

VII. Religious Wars in Europe

A. 1530's-1555
B. Peace of Augusburg

SUMMARY: Now that the students have been exposed to the life and works of Martin Luther, can they see that Luther as a force was only the immediate cause of the Reformation, that he represented a leader around which Church dissenters could rally. Can they see the importance of such leaders to any cause?

LESSON SIX: The Reformation Outside of Germany and the Counter-Reformation

OBJECTIVES: 10.79 The student should be able to explain the major tenets of John Calvin and Ulrich Zwingli.

10.80 The student whould be able to explain how Protestantism was a result of political rather than spiritual concerns in England.

10.81 Identify the importance of the Council of Trent in reforming the Roman Catholic Church

MOTIVATION: Student attentions will be directed to the map showing the distribution of European religious affiliations during the Reformation and Counter-Reformation. They will be asked to identify the major religions that are classifed as Protestant. From the student list, the students will be directed to focus their attention on the region of Switzerland where Zwingli and Calvin operated their brands of Protestantism.

CONTENT: I. Switzerland as a Center of the Reformation

A. Not a Nation-State
B. Emphasis on Location
   1. small, individual cantons
   2. separate governments in each Swiss canton

II. Ulrich Zwingli

A. Contemporary of Luther
B. Base of Operations was Zurich, Liberal City
C. Basic Tenets
   1. denied consubstartiation
   2. removal of ostentacious symbols
   3. religion derived directly from Bible
   4. individual responsiblity for belief

III. John Calvin (1509-1554)

A. Developed Themes of Zwingli, But Allowed Fewer Elements of Individualism
B. Theocracy at Geneva
C. Institutes
D. Predestination
E. Elect
F. Presbyters

IV. Henry VIII (1491-1547)

A. Anne Boleyn
B. Act of Supremacy
C. Protestantism Sanctioned by Government of Nation-State
D. England Prepared for Reformation by Ideas of Wycliffe

V. The Counter-Reformation

A. Church Eventually Forced to Take a Deep, Inward Look at Itself
B. Called Council of Trent
   1. 1545-1563, but with ten years of recess
   2. Church supreme interpreter of Bible
   3. Vulgate revised
   4. Catechism of Beliefs Established
C. Society of Jesus as reforming body established

SUMMARY: Now that the students have been exposed to the varying views of Protestantism, can they see that the Roman Catholic Church acted too slowly in reforming its practices? Can they see the results of such inflexibilty in the dominance of Protestantism in the Western world today?

UNIT VI

GREAT BRITAIN

LESSON ONE: Introduction to Regional Study, the Stereotype Regional Personality, and the Landform Setting of the British Isles

OBJECTIVES:

10.82 The student should be able to provide a definition for the term region.

10.83 The student should be able to list the major characteristics of a region.

10.84 The student should be able to provide the major objective in studying a region.

10.85 The student should be able to identify Fleure's trilogy in identifying a region's personality.

10.86 The student should be able to define the word stereotype and describe the English stereotype.

10.87 The student should be able to draw a cross-sectional diagram of Great Britain's major landforms and identify the cultural significance of each.

10.88 The student should be able to list the characteristics of Britain's climate and identify a point of significance associated with it.

MOTIVATION: The students will be asked to identify the region in which they live. Then they will be asked to identify its boundaries. From there its characteristics will be discussed. This background should be employed as the starting point for the discussion on the concept of the region.

CONTENT:

I. Identifying a Region

A. Vague, Layman Usually Uses Area
B. Definition: A Measurable Unit of the Earth's Surface Identified by Its Special Characteristics
C. Social Scientist's Objective--Identify the Region's Personality--Its Uniquenesses
D. H.J. Fleure Suggestions in Studying a Region
   1. geography--man acting in space
   2. anthropology--man's institutions and processes of change
   3. history--man acting through time
E. Characteristics of a Region
   1. core
   2. boundaries
F. Specific Regions
   1. political region
   2. exactness in identifying boundaries and core

Introduction to Regional Study, the Stereotype Regional Personality, and the Landform Setting of the British Isles

II. Cultural Stereotype: England

A. Definition of Stereotype
   1. simplification of reality
   2. image, not always accurate

B. English Stereotype
   1. reserved, cool
   2. steady, dependable, few traumas
   3. genius for change, acceptance of change
   4. lover of competition
   5. Shaw's interpretation--majority snobs, intelligent and articulate snobs, but snobs nevertheless

III. The Physical Environment of Great Britain

A. Landform Names
   1. N.W. Scottish Highlands
   2. Glenmore
   3. Grampians
   4. Scottish Midlands
   5. Southern Uplands
   6. Pennines
   7. English Midlands
   8. Cotswolds, Chilterns
   9. Clay Vale
   10. London Basin
   11. N. Downs, Weald, S. Downs, English Channel

IV. Climate

A. Marine West Coast
B. Temperature Figures 39-64
C. Precipitation Figures 25"-60+"

V. English Personality and Physical Geography

A. Landforms--Old/Worn Down--Stable
B. Climate--Steady
C. Natural Resources, Well-Watered, Nearness to Sea--Industrialization and Maritime Power

SUMMARY: Now that the students have reviewed the landform and climatic types of Great Britain, can they see how these could be contributory factors in the rise to power of the United Kingdom?

LESSON TWO: Introduction to Great Britain

OBJECTIVES: 10.89 The students should be able to differentiate among the following names: England, Great Britain, and United Kingdom.

10.90 The students should be able to list the peoples who have come to the British Isles and at least one contribution of each group.

10.91 The students should be able to list at least three reasons for King Alfred's holding the title "The Great."

MOTIVATION: The following general question should be posed to the group: "Britain gave the United States much of our heritage and many institutions. What are some characteristics of British culture that we possess?" From that point a wall map showing Great Britain should be employed along with a world map showing the relative location of both the United States and Britain. That Britain provides a significant part of our cultural identity should be stressed. Hence, studying Britain's culture helps us understand our own identity.

CONTENT:

I. Differentiating Names

A. England
B. Great Britain
C. United Kingdom

II. Early Settlers of Great Britain

A. Old Stone Age (Define) People
   1. 200,000 years ago crossed land bridge
   2. hunters, gatherers
B. Celts
   1. 1000-400 B.C.
   2. from Western Europe
   3. Druids
   4. Stonehenge

III. Caesar in Britain

A. Invaded in 55 B.C.
   1. cut off Gauls
   2. called them "Britains"
   3. Hadrian's Wall
   4. roads
   5. villas
   6. place names

Introduction to Great Britain

IV. The Anglos and Saxons

A. 5th Cen.--Rome Falling
B. Romans Replaced by Germanic Invaders--
Anglos and Saxons
C. Celts Pushed to Wales and Scotland
D. Angleland=England
E. Beowulf

V. St. Patrick and St. Augustine

A. Establishing Christianity in the British Isles
B. "The Lamp of Learning"

VI. The Danes

A. Disunity of Anglos and Saxons
1. Danes invaded
2. conquered northeastern England
B. Emergence of Wessex as Dominant Anglo-Saxon Power

VII. Wessex Under Alfred the Great

A. Contained the Danes--Strengthened Image of Wessex
B. Shire System (Counties)
C. Navy
D. Anglo-Saxon Chronicle
E. Only English King Titled "The Great"

SUMMARY: Now that the students have seen the flow of peoples who entered and inhabited the British Isles, can they understand how the acculturation process may transform many different cultural groups into one with characteristics of all contributing groups surfacing?

LESSON THREE: The Danish Hegemony and Norman Invasion

OBJECTIVES:

10.92 The student should be able to explain the reasons for the success of the Danes in establishing hegemony in England.

10.93 The student should be able to explain the events leading up to the Norman Invasion.

10.94 The student should be able to list the cultural influences the Norman Invasion had on English culture.

MOTIVATION:

The students will be asked to respond to the following hypothetical event: The United States has just been conquered by the Soviet Union. The Soviets are formulating a policy on how to treat the American population. What are their options. These options should be listed on the overhead projector and discussed. From that warm up, the students should be led into the discussion on the Danish Invasion of England.

CONTENT:

I. Unification of England Under Alfred's Successors

- A. Fear of Danes=Anglo-Saxons Turn to Wessex Leadership
- B. Division of Land Into Shires
  1. king's representative=sheriff
  2. protection of realm

II. Canute and the Danish Hegemony

- A. 10th Century--Wave of Danish Invaders
- B. Anglo-Saxon King--Ethelred the Unready
  1. program of bribery
  2. inducement of additional riches
- C. Canute
  1. power in 1017 to 1035
  2. became Christian
  3. use of English Law
  4. peace between Danes and English

III. Canute's Successors

- A. Canute's Sons Weak
- B. Anglo-Saxons Put Edward the Confessor on Throne (1042)
- C. Edward Names Cousin, William of Normandy as Heir

The Danish Hegemony and Norman Invasion

D. Edward's Death
   1. Anglo-Saxon Lords Place Harold on Throne
   2. William of Normandy Presses Claim to Throne

IV. The Battle of Hastings and Results

A. Confrontation Near Hastings in Southeast England Between William of Normandy and Harold the Saxon
B. Victory for Normans
C. Results of Victory
   1. England brought closer to culture of European mainland
   2. French Culture Adopted
      a. language
      b. court customs

SUMMARY: Now that the students have understood the success of the Normans in conquering England, can they observe another example of the acculturation process?

LESSON FOUR: England Under William the Conqueror and Henry II

OBJECTIVES: 10.95 The student should be able to explain William's impact on England's feudal structure.

10.96 The student should be able to explain at least two programs associated with William and Henry II that advanced the power of the monarchy in England.

MOTIVATION: The teacher will divide the class into two teams, one representing the followers of King William, the other King Henry II. Each side will attempt to organize an argument supporting their king as having done the most to advance the English monarchy and the realm of England. Not only will each side develop arguments supporting their king, they will also develop a set of arguments tearing down the opposition monarch. After about a period of research and organization, the two sides will face each other with spokesmen for each side making opening remarks. The teacher will moderate the discussion.

CONTENT: I. The Reign of William I

A. Centralized English Government
   1. manipulation of feudalism
   2. strength (politically) reposited in monarchy
B. Ordered English Society
C. Tax Collection
   1. Domesday Book
   2. tax assessments
   3. juree
D. State Above Individual

II. The Reign of Henry II

A. Confusion and Instability in English Monarchy following William's Death
B. 1154 Henry II becomes Henry of Anjou (Angevin)
C. Programs and Policies
   1. subdued barons and centralized the regime
   2. inspected kingdom personally
   3. Assize of Arms
   4. paid civil service
   5. scutage

England Under William the Conqueror
and Henry II

6. itinerant justices and trial by jury
7. indictments and grand juries

SUMMARY: Now that the students have reviewed the reigns of two strong British monarchs, can they observe the need for such a political arrangement in Feudal England? Can they explain why one, strong decision-maker is not required to direct the total operation of a democracy in the same sense as an absolute monarch?

LESSON FIVE: English Common Law and Thomas a Becket

OBJECTIVES: 10.97 The student should be able to define the term English Common Law.

10.98 The student should be able to define the term trial by jury.

10.99 The student should be able to explain how the confrontation between Thomas a Becket and Henry II represented a Church-State struggle.

MOTIVATION: From the class the teacher should select students to play the following characters: Henry II, Henry's knights, and Thomas a Becket. The classroom's center should be cleared. In an impromptu fashion, the teacher directs these characters through their appropriate role from the naming of Thomas a Becket Archbishop of Canterbury to his eventual assassination. After moving through the exercise with the teacher's help, the students should be left to repeat it alone. Following the drama, the class should be asked to explain the significance of the activity.

CONTENT: I. Trial by Jury Begins Under Henry II

A. Shire Courts--Land or Civil Matters
B. Trial by Combat--Criminal Offenses
C. Start of 12 Men in Shire Informing Government of Crimes Committed (Grand Jury)
D. Itinerant Judges and English Common Law

II. Controversy Between Church and State

A. Types of Courts
   1. royal
   2. church
B. Punishment in Church Courts Less Severe
   1. clergymen subject only to church courts
   2. serious crimes punished lightly
C. Thomas a Becket
   1. close friend of Henry's
   2. appointed Archbishop of Canterbury
D. Becket's Policies
   1. loyalty to church
   2. maintenance of church courts against Henry's wishes
   3. killed by Henry's knights after misunderstanding
E. Henry's Public Punishment

English Common Law and Thomas a Becket

SUMMARY: Now that the students have seen an example of church-state conflict in England, can they observe how the church as an institution is beginning to confront serious challenges to its authority? Can they observe a change waxing in the personality of the Middle Ages in England?

LESSON SIX: The Magna Carta and Simon de Montfort

OBJECTIVES: 10.100 The student should be able to recognize the importance of written laws to the protection of individual rights.

10.101 The students should be able to realize the inadequacy of having absolute rule in the hands of one individual when he uses that rule only for his selfish purposes.

CONTENT: I. King John and the Magna Carta

A. Death of Richard the Lionhearted in France
   1. great Crusader
   2. stayed in England little
   3. John, his brother, operated the country
B. John's Characteristics
   1. cruel and selfish
   2. disregarded nobility's established rights
   3. overbearing taxation
   4. loss of almost all English possessions in France
   5. all classes united against him
C. John Forced to Sign the Magna Carta

II. Magna Carta's Provisions

A. "Great Charter"
B. Runnymede in 1215
C. Major Provisions
   1. no man imprisoned except under the law
   2. no taxation without advice of nobility
   3. protections extended only to free men
   4. king <u>below</u> law
D. John Did Not Feel Bound by Magna Carta's Provisions--Did Not Sign with a Free Will

III. Henry III and Civil War in England

A. Son of John I--Rejected Magna Carta as Well
B. Simon de Montfort Organizes Barons
   1. fought the royal forces
   2. captured Henry III
C. Simon Calls Great Council
   1. townsmen participated
   2. knights participated
   3. prototype of modern Parliament
D. Nobles Jealous of Simon
   1. de Montfort killed at Evesham
   2. royal forces under Edward I gain upper hand

The Magna Carta and Simon de Montfort

E. Noble Succession
   1. Henry III ruled until 1272
   2. Edward I followed
      a. called the Model Parliament in 1295
      b. (14th century saw development of House of Lords and House of Commons)

III. Power of the Purse

A. Definition
B. Parliament Refused to Fund King's Request if it Disagreed with King
C. Gained Power to Petition the Monarch Under Edward II

SUMMARY: Now that the students have understood the Magna Carta's major provisions, can they observe any similiarities with their rights as United States citizens? Do they as well recognize the limitations placed on the American President via Congress's use of the "power of the purse?"

LESSON SEVEN: The Rise of Tudor Absolutism

OBJECTIVES: 10.102 The students should be able to identify the political impact of the Hundred Years' War on England.

10.103 The students should be able to observe how absolute power in a government may surface when a people become tired of conflicts such as civil wars.

MOTIVATION: The students should be posed with the following hypothetical situation: The United States had just finished fighting World War I, World War II, the Korean War, and Vietnam in succession. The Democrats and Republicans had fought a long and bitter struggle for power in Washington that had placed the nation on a civil war footing dividing the American People. What solution would you offer to restore stability in the country? The response should be a single, powerful ruler. From this point the discussion on the rise of the Tudors should ensue.

CONTENT: I. Hundred Years War

A. Conflict in France
B. 1337-1453 with Intermittent Years of Peace
C. Strain on the Resources of England
D. English Defeat

II. War of the Roses

A. Lancastrians
   1. red rose
   2. feudal barons of northern England
   3. claims to English throne
B. Yorkists
   1. white rose
   2. support from southern England including middle class
C. Lancastrians Blamed for Hundred Years War Loss
   1. Henry VI (Lan.) deposed by Yorkists
   2. Edward IV succeeded (York)
   3. Edward V (York) succeeded father
   4. Edward V murdered by Richard III
D. Battle of Bosworth Field (1485)
   1. Richard deposed by Henry Tudor (VII)
   2. new dynastic line
   3. Henry marries Elizabeth of York, daughter of Edward IV

The Rise of Tudor Absolutism

III. Significance

A. War of Roses Bloody and Violent
B. People of England War Weary
C. New Monarch of Tudors Demanded Absolute Power
D. Parliament Became a Tudor Rubber Stamp (Define)
E. Parliament Still Met

SUMMARY: Now that the students have seen the Tudor rise to power, can they see the necessity of one strong individual leading a country out of instability? Can they as well see the danger in it?

LESSON EIGHT: Tudor Absolutism Under Henry VII and Henry VIII

OBJECTIVES: 10.104 The students should be able to define the term "Tudor Absolutism" and apply it to the reigns of Henry VII and Henry VIII.

10.105 The students should be able to explain how Tudor absolutism stunted the growth and evolution of parliamentary democracy.

MOTIVATION: The teacher should walk in the room and loudly declare himself king. Then the class will be asked to explain what being king meant, i.e., what powers he possessed. These powers should be listed on the overhead projector. At the discussion's conclusion, an equals sign should be drawn next to the list and the word absolutism written. From there the definition of absolutism should be handled with the term absolute monarchy forming the final thought before the historical content discussion.

CONTENT: I. Henry VII's Power

- A. Sought Absolutism (Definition)
  - 1. required for stability in England
  - 2. used it to move England from civil war to a political atmosphere of calm
- B. Consolidated Crown's Power
- C. Established the Court of Star Chamber
- D. Used Dynastic Marriages to Strengthen Monarchy
- E. Built Up England's Economy

II. Henry VIII's Power

- A. Son of Henry VII
- B. Dynamic Qualities
  - 1. athletic
  - 2. intelligent
  - 3. strong tempered
- C. Programs
  - 1. divorce from Catherine of Aragon
  - 2. establishment of the English Church
  - 3. Act of Supremacy
  - 4. six wives
    - a. Ann Boleyn
    - b. Jane Seymour
    - c. Ann of Cleves
    - d. Catherine Howard
    - e. Katherine Parr

Tudor Absolutism Under Henry VII
and Henry VIII

D. Provided the Historical Inertia for Succeeding Tudor Monarchs to Rule Absolutely
   1. programs benefiting the people
   2. called Parliament for at least minimal advice

SUMMARY: Now that the students have understood absolutism, can they observe its benefits for a state that stood in such great political turmoil before its institution? Can they note its need even in a democracy at times (such as during war)?

LESSON NINE: England's Progressive Era Under the Tudors

OBJECTIVES: 10.106 The students should be able to identify the Tudor monarchs following Henry VIII that contributed to England's economic and political greatness.

10.107 The students should be able to identify the Tudor monarchs following Henry VIII that did not contribute to England's economic and political greatness.

10.108 The students should be able to identify two points of significance associated with each Tudor monarch following Henry VIII.

10.109 The students should be able to explain why Elizabeth I's reign is called England's "Golden Age."

CONTENT: I. Succession of Tudors After Henry VIII's Death

A. Henry VIII's Children
1. Edward VI
2. Mary
3. Elizabeth

B. 1547 Edward VI Becomes King on Father's Death
1. only nine years old
2. king's ministers control government under guidance of the Earl of Hertford, Edward VI's uncle
3. Thomas Cranmer, Archbishop of Canterbury
a. published Forty-Two Articles of Religion
b. foundation of Protestant Anglicanism in England

II. The Reign of Mary (1553-1558)

A. Catholic Daughter of Catherine of Aragon
1. restored Catholicism to England
2. married heir to the Spanish throne

B. Feeling of English Nationalism Surfaced with Mary's Relationship with Spain

C. Executed Protestants

D. Hated by English, But Died in 1558

III. The Reign of Elizabeth I (1558-1603)

A. Brought Up a Protestant (Followed Catholicism During Mary's Reign)

B. Political Acumen
1. kept England at peace by indicating marriage possible with noble of another European state

2. peace brought England economic prosperity ("married to the English throne")
3. executed Mary Stuart because of Catholic plot against her
4. defeated Spanish Armada (1588)
5. brought England recognition as a first-rate European power

C. England's Golden Age
1. "Elizabeth Age"
2. use of hard currency
3. overseas trade
4. English pride in the monarchy

SUMMARY: Now that the students have reviewed the history of Tudor rule, can they observe the significant differences in the policies and programs of the individual rulers. Can they, therefore, suggest the disadvantages of dynastic rule? (Can they suggest any benefits?)

LESSON TEN: The Early Stuarts and Their Relations with Parliament

OBJECTIVES: 10.110 The student should be able to define the term "divine right king."

10.111 The student should be able to explain the reasons for the early Stuart monarch's confrontations with Parliament.

10.112 The students should be able to list the major provisions of the Petition of Right and its significance to American Democracy.

MOTIVATION: The word divine should be written on the overhead projector. The students will be asked to identify how they have heard the term employed previously in their experience. Following this segment of the discussion, the word right should be written after divine. The instructor should induce the response that a right or power has been given and/or sanctioned by God. Finally, the discussion should center on the question, "What does it mean for a country when its ruler claims power by divine right?" Is it good or bad and why?

CONTENT: I. James I (Stuart) and Divine Right Monarchy

A. Elizabeth I Left No Heirs
B. James VI of Scotland=James I of England
   1. Scottish Stuart
   2. felt ruled by divine right
   3. could not accept the Parliamentary role in government
C. Parliament's Response
   1. stunned by king's attitude
   2. refused money grants to king
D. King Forced to Sell Noble Titles and Borrow from Supporters
E. Puritan King James Version of the Bible

II. Charles I and Divine Right Monarchy

A. Son of James I
B. Rejected the Power of Parliament--Existed Only at King's Pleasure
C. Disbanded Parliament; Tried to Collect Taxes Himself
D. Wars with France and Spain Forced Him to Call Parliament
E. Forced to Sign the Petition of Right (1628)

The Early Stuarts and Their Relations with Parliament

1. no taxation without Parliament's consent
2. no imprisonment without a jury trial
3. no quartering of royal troops during peacetime

F. War Ended and Charles Did not Need Parliament; Did not Convene it

G. 1639 Scottish Rebellion
1. Charles again needs significant monies
2. Parliament convened but opposed king
3. civil war surfaces

SUMMARY: The students have now been exposed to the principles of a divine right monarchy. While both the Tudors and Stuarts sought to rule absolutely, can they note why the Tudors proved more successful?

LESSON ELEVEN: Oliver Cromwell and the Stuart Restoration

OBJECTIVES: 10.113 The student should be able to explain the reasons for Oliver Cromwell's success as an English political leader.

10.114 The student should be able to identify the reasons for the English People's accepting Charles II as the restored monarch.

10.115 The student should be able to compare the similarities of the English and American Bill of Rights.

MOTIVATION: The term Puritan should be written on the overhead projector with a request by the teacher that the students dig back in their minds to identify where they have encountered the term before. The discussion should turn to the characteristics of the early Puritans from their strong faith in their religion to their discipline and hard work. These represent the essentials of success and characterize the great English Puritan leader named Oliver Cromwell.

CONTENT: I. The Civil War (Puritan Revolution) 1642-1649

A. The Principles
   1. Puritans or Parliamentarians (Roundheads)
      a. Presbyterians
      b. Independents
   2. Anglicans or Royalists (Cavaliers)
B. The Issues
   1. the king's divine right
   2. sharing of power between monarch and Parliament
C. "Amateurish War"

II. Oliver Cromwell

A. Leader of the Roundheads or Puritans
B. Crushed Royalist Army
C. "Ironsides" and Self-Discipline
D. Philosophy of John Calvin
E. Capture of Charles I in 1646
   a. imprisoned
   b. tried for treason
   c. beheaded against popular sentiment

III. The Commonwealth 1649-1660

A. Definition of Term
B. England Like Geneva
C. Efficiency, Strictness, Swiftness of Putting Down Rebellion

Oliver Cromwell and the Stuart Restoration

D. Lord Protector
E. Instrument of Government
F. Ineffectiveness of Richard Cromwell 1658-1659

V. The Stuart Restoration

A. Charles II Restored to Throne 1660-1685
B. England Celebrates
C. "Riotous Living"
D. Charles Defers to Parliament
   1. Penn Charter 1681
   2. Habeas Corpus Act 1679

VI. James II 1685-1688

A. Brother of Charles II
B. Converted to Catholicism
C. Return to Stuart Absolutism
D. Use of "Dispensing Power"
E. Anti-Catholic Parliament Ousts King in Glorious (Bloodless) Revolution of 1688
F. Monarchy Given to William and Mary
   1. Parliament's power to select king apparent
   2. monarchy proved conditional on the Bill of Rights

VII. Significance of the English Bill of Rights

A. No Longer Would Monarch Have Significant Power in England
B. Provisions Similar to American Bill of Rights
   1. power to have a standing army
   2. taxation
   3. no suspension of the laws of Parliament
   4. no Catholic monarch
   5. army and taxation the sphere of Parliament
   6. freedom of debate in Parliament
   7. keep and bear arms
   8. trial by jury
   9. no excessive bail or fines

SUMMARY: Now that the students have observed the flow of Stuart monarchy, can they see how the British people have struck a balance between monarchy and Parliament. Can they note monarchy's symbolic importance to the culture while Parliament directs the governmental machinery?

LESSON TWELVE: The Rise of Democratic Government and Written Law in Great Britain

OBJECTIVES: 10.116 The student should be able to list in sequence the significant steps in Britain's obtainment of Parliamentary Democracy.

10.117 The student should be able to identify the present structure of the British Parliament and compare it to the United States Government.

MOTIVATION: The class should be divided into three groups. Working separately, they will be asked to establish a government with branches to handle executive, legislative, and judicial duties. A chairman (very strong student) will be asked to direct the group. He will have a secretary to report the group's findings. The predicted result will be that all three groups will develop a similar model--one based on the American model. From there a discussion on the British identity of the American government will ensue.

CONTENT: I. The Use of Written Law

A. Exactness
B. Recognizable Standard (Although Subject to Court Interpretations)

II. Written Law in Great Britain

A. Magna Carta
B. Petition of Right
C. English Bill of Rights

III. Characteristics of Democratic Government and Their Application to 18th & 19th Century Britain

A. Universal Manhood Suffrage (Definition)
B. Lawmakers Responsible to Voters
C. Enforcers of Laws Responsible to Voters
D. Educated, Informed, and Actively Interested Citizenry

IV. Democratic Government in Britain

A. 1689 (Benchmark=English Bill of Rights) Government Not Representative of People
B. House of Lords
   1. nobility, clergy
   2. appointments at monarch's pleasure

The Rise of Democratic Government and
Written Law in Great Britain

3. co-equal power with House of Commons

C. House of Commons
   1. property holders
   2. disproportionate representation (large versus small constituencies)

D. Movement Toward Universal Manhood Suffrage
   1. Reform Bill of 1832
   2. Reform Bill of 1867
   3. Reform Bill of 1884
   4. 1916 Women Over 30 Allowed to Vote
   5. 1928 Women Over 21 Given Franchise (Define)

V. Legislative Reforms

A. Australian Ballot (Define) Act of 1870
B. Education Act of 1870
C. Parliamentary Bill of 1911
   1. money bills must be passed by Lords one month after receipt
   2. non-money bills will be passed after third rejection by Lords

VI. Parliament Today

A. Crown
B. House of Lords
C. House of Commons
D. Greatest Power Reposited with Commons--Most Direct Link with People

SUMMARY: Now that the students have viewed the evolution of Parliamentary democracy in Britain, can they note the great similarity with the United States Government? Can they identify its major branches and identify the branch of the British government that it most resembles?

LESSON THIRTEEN: Britain and the Industrial Revolution

OBJECTIVES: 10.118 The student should be able to define the term Industrial Revolution.

10.119 The student should be able to list and explain the six principle reasons the Industrial Revolution began in Britain.

10.120 The student should be able to list and explain at least one advantage and one disadvantage the Industrial Revolution has brought to Western man.

MOTIVATION: The students will be asked to write a one paragraph response to the following statement: "If there were no machines in American life, our society would be..." The essential element here should be our dependence on machines. Several student responses should be read to stimulate class thinking.

CONTENT: I. Beginning of the Industrial Revolution

A. Definition
B. Two Stages
   1. 1750-1870
   2. 1870-present (rate of change)
C. Inventions

II. England as the Cradle of the Industrial Revolution

A. Damp Climate
B. Large Deposits of Coal and Iron Ore
C. Isolation
D. Guild System
E. Colonies for Raw Materials and Markets
F. Enclosure Movement

III. Concurrent Revolutions

A. Agricultural
B. Transportation
C. Communication

IV. Results

A. Rural to Urban Migration
B. Development of Capitalism (Defined)
C. Increased Social Status for Women

V. New Industrial Revolution

A. 1871 to the Present

Britain and the Industrial Revolution

B. Coal to Oil to Atomic Power
C. Germany, Japan, and the United States in Forefront

SUMMARY: Now that the students have learned of the origin and development of the Industrial Revolution, can they see how once again the European Culture Region has shaped their identity, i.e., values, aspirations, and lifestyle? Can they recall that this represents the acculturation process?

UNIT VII

THE CONCEPT OF REVOLUTION:

FRANCE AS A CASE STUDY

LESSON ONE: The Monarchy in France: Background to Revolution

OBJECTIVES: 10.121 The student should be able to explain the role of the Capetians in the centralization of governmental power in the French Monarchy's hands.

10.122 The student should be able to differentiate among the three different estates in the social structure of pre-Revolutionary France.

10.123 The student should be able to list and explain at least three programs introduced by Louis XIV that brought the French Monarchy to the height of its European acceptance as the model of culture.

MOTIVATION: The students will be asked to draw upon their knowledge of the characteristics of the Medieval Period. Using the response of "political instability" as a benchmark, the students will be asked how the numerous conflicts among small feudal states could be ended. From this point, the answer encompassing the formation of large units with centralized governments should be solicited. Here the discussion on the Capetian centralization of the French Government should start.

CONTENT: I. Establishment of a Centralized Monarchy in France

A. Charlemagne's Centralized Authority as an Anomaly
B. Feudal Format Surfaces Following Charlemagne
C. Capetian Consolidation
   1. began 986
   2. marriage
   3. non-division of land upon king's death
   4. popularity of French Monarchy with people
D. Increased Pace of Consolidation in 12th and 13th Centuries
   1. expropriation of nobles' lands who left for Holy Land during Crusades
   2. barring nobility from holding positions in state government
E. Complete Consolidation Occurs Under Louis XIV

II. France's Class Structure During the 17th and 18th Centuries

A. First Estate
B. Second Estate
C. Third Estate
D. Concept of the Estates-General
   1. all classes represented
   2. protected the interests of the people

The Monarchy in France: Background to Revolution

3. two upper estates always outvoted the lower
4. Estates-General lost its power when it gave the power to tax to the monarchy during the Hundred Years' War

E. Receipt of Power to Tax Provided Key Ingredient to the Monarchy's Centralized Power
1. supported own army
2. no other nobles could compete
3. nobility encouraged to depend on the sovereign or be eliminated

III. Louis XIII and Cardinal Richelieu Consolidate Government (1610-1643)

A. Richelieu Director of Government in King's Name
B. Local Provincial Governments Taken Over
C. Institution of the Monarchy, Not the Individual, Holds Centralized Power

IV. Louis XIV (1643-1715) and the Height of the French Monarchy

A. Took Power When Five
1. Anne of Austria
2. Chief Minister Mazarin

B. Mazarin
1. disciple of Richelieu
2. continued policies of monarchial centralization when nobility could have regained must lost power

C. 1661--Death of Mazarin
1. Louis takes over full power
2. felt ruled by divine right
3. complete absolutist
4. "Le etat cest moi."

D. Sun King

E. Versailles
1. elaborate palace
2. "prison" for threatening nobility

F. Support of Monarchy
1. free peasants
2. urban workers
3. bourgeoisie

SUMMARY: Now that the students have observed the evolution of absolute monarchy in France, can they note the precarious position in which such centralized authority places itself if it depends too greatly on financial support of the masses?

LESSON TWO: Introduction to the French Revolution

OBJECTIVES: 10.124 The student should be able to define the term revolution and give at least two examples.

10.125 The student should be able to explain the reasons why abuse of power in the top echelons of government with a people's ability to redress their grievances within the established system may lead to revolution.

10.126 The student should be able to identify the major work of Rousseau, Voltaire, Diderot, and Montesquieu and show the relationship of their writing to the French Revolution.

MOTIVATION: The students will be presented with the following statement made by Louis XV: "After me, the deluge." The definition of deluge should be explored initially with the students explaining the king's intent.

CONTENT: I. The Death of Louis XIV

A. Louis XV Takes Power
B. People's Feelings
   1. hopeful
   2. anxious for reform
C. Louis Continues Life and Style of Louis XIV
D. Bourgeoisie
   1. squeezed from government
   2. had restrictions placed on their trade
E. Loss of France's American Colonies and in India
   1. Louis XV's government corrupt
   2. Louis XV's government inefficient

II. Great Thinkers of the Age of Reason

A. Period 1687-1793
B. Voltaire
   1. Letters on the English
   2. failure of man to make progress resulted from his not doing his own thinking, but allowing the Church do it for him
   3. encouraged men to reject the unfairness and corruption of absolutism
C. Rousseau
   1. The Social Contract
   2. under natural law all men were free and equal
   3. could enter into a contract with a king to govern them
   4. people's right to remove king if he abused his power

Introduction to the French Revolution

D. Montesquieu
   1. Spirit of the Laws
   2. praised English tripartite division of government
   3. "The tyranny of a prince in an oligarchy is not so dangerous to the public welfare as the apathy of a citizen in a democracy."

E. Diderot
   1. Encyclopedie
   2. compilation of thoughts by many men
   3. conclusions
      a. no unfair taxes
      b. no religious intolerance
      c. no special privileges to nobility and clergy
      d. no slave trade

SUMMARY: Now that the students have reviewed both the reign of Louis XV and thoughts from the Age of Reason, can they note why France would be ripe for a revolution?

LESSON THREE: Louis XVI and the Beginnings of the Revolution

OBJECTIVES: 10.127 The student should be able to explain why Louis XVI was incapable of removing the causes of the French Revolution.

10.128 The student should be able to explain how the personality of Marie Antoinette contributed to the French Revolution.

10.129 The student should be able to define the following terms: cahiers, National Assembly, Bastille, Girondin and Jacobin Parties.

MOTIVATION: The film titled "French Revolution--The Bastille" should be shown. This visual portrayal should be sufficient to orient the students' thinking. Teacher references to its content should be made throughout the lesson.

CONTENT: I. The Abilities of Louis XVI

A. Weak, Ineffective in Asserting His Power
B. Married Marie Antoinette
   1. Manipulated Louis
   2. demonstrated dislike of French Culture
C. Spent 2.5 Million Dollars on American Revolution That France Could Not Afford
D. Courtly Life at Versailles Drained the Third Estate--Taxes Became Intolerable

II. The Financial Problem

A. 1789--France in Desperate Financial State
B. French Government's Actions:
   1. high taxes--intolerable
   2. high interest government bonds floated
C. Finance Ministers--Turgot, Necker, Calonne
   1. tax salaries of nobility
   2. tax lands of clergy
   3. restrict spending
D. Finance Ministers Dismissed at Whim of Marie Antoinette and Versailles Court
E. Louis Calls Estates-General
   1. representatives of the people
   2. gain taxes through their cooperation
F. Estates-General
   1. not met since 1614
   2. Louis XIV requested cahiers (list of grievances for consideration)
   3. Louis eager to obtain money and people eager for reforms

Louis XVI and the Beginnings of the Revolution

III. Third Estate to National Assembly

A. Estates Meet
   1. individually
   2. one vote per estate
   3. third estate always outvoted
B. Third Estate Sought to Meet Together with Each Representative Having One Vote (Express More Directly the Will of the People)
C. Third Estate Barred From Meeting
   1. Tennis Court Oath (June 20, 1789)
   2. vowed not to disband until their demands were met
D. Louis XVI Ordered All Estate Members to Meet Together
   1. king gave in
   2. crowd becomes bolder as senses king's weakness

IV. Fall of the Bastille

A. King Louis XVI Becoming Anxious
B. Called in Foreign Troops (Mercenaries)
C. Mob Took Over the Bastille (July 14, 1789) (France's Independence Day)
D. Peasant Uprisings Throughout France
E. National Assembly Passes the Declaration of the Rights of Man and the Citizen
   1. all men free and equal under the law
   2. France to have a constitutional monarchy
F. Political Views in the National Assembly
   1. Girondin Party
   2. Jacobin Party
G. Call for New Elections to Form Legislative Assembly of 1791-92

V. The Emigres and the Flight to Varennes

A. Emigres-Definition
B. 1791-King Louis and Marie Antoinette Flee France But are Captured at Varennes
C. People View Louis as a Traitor

SUMMARY: Now that the students have reviewed the fall of the French monarchy's prestige, can they see how a people without their monarch as a symbol of their identity will turn to themselves? Hence, the seeds of nationalism are sown.

LESSON FOUR: The Legislative Assembly to the Directory

OBJECTIVES: 10.130 The student should be able to explain why it is difficult to operate a republican government without an educated population base.

10.131 The student should be able to explain the reasons for the Reign of Terror and its impact on France.

10.132 The student should be able to explain why France reverts to one man rule after the overthrow of the Directory.

MOTIVATION: The students will be asked to review their knowledge of democracy (from the unit on Greece at least). The question will be posed regarding what type of a population a country must have in order to operate a successful representative democracy. With this background the students should be led into the discussion on the Legislative Assembly.

CONTENT: I. Operation of the Legislative Assembly

A. Followed the National Assembly
B. France Faced Danger of Invasion From Powers Sympathetic to the Cause of Monarchy in Europe
C. French Army Organized and Put Into the Field
D. Battle of Valmy
E. Louis XVI Tried for Treason--Sentenced to Death

II. The Reign of Terror and Committee of Public Safety

A. Committee of Public Saves Serves as Dictatorship of the National Convention and Organized the Reign of Terror
B. All Suspected of Being Anti-Revolution to be Eliminated
C. Establishment of Revolutionary Tribunals
D. Leaders Were Radicals (Leftist Jacobins)
E. Marat, Danton, Robespierre Led the Reign of Terror
F. Excesses Under Purist Robespierre
   1. overzealous
   2. fear spread to members of National Convention
   3. Robespierre executed

The Legislative Assembly to the
Directory

III. The Rule of the Directory

A. Bourgeoisie in Control of Government
B. Only Property Holders Permitted to Vote
C. Directory Became Executive Branch of French Government
D. Corrupt, Ineffective
E. Overthrown by Napoleon Bonaparte

SUMMARY: Now that the students have reviewed the key events associated with the French Revolution from the taking of the Bastille to Napoleon's ousting of the Directory, can they note the difference between idealism and the practical realities of politics in a democracy? The masses of Frenchmen really did not participate in the French Republic with the influential bourgeoisie taking power leading to a movement toward a monarch (Napoleon) once again.

LESSON FIVE: The Rise of Napoleon Bonaparte

OBJECTIVES: 10.133 The student should be able to define the term charisma as it applies to Napoleon Bonaparte.

10.134 The student should be able to list and explain at least three ways Napoleon proved successful in making France the dominant European power in the early 19th century.

10.135 The student should be able to list and explain at least two reasons for Napoleon's eventual failure.

MOTIVATION: The students will be shown the film titled "Napoleon--the Making of a Dictator." After the film a discussion on the characteristics of charisma should ensue. From this point the magnetism of Napoleon should lead to a discussion on his early background.

CONTENT: I. Napoleon's Early Background

A. Corsican (Italian)--Napoleone Buonaparte
B. Education in Military School
C. Ambitious--Dynamic
D. Initially Saved the Directory From a Mob Using "A Whiff of Grapeshot"
E. Became a General Officer at 21

II. Military Successes

A. Egypt
B. Italian and Austrian Campaigns
C. While Directory's Image Falling--Napoleon's Increases
D. Napoleon Censors News About Himself Going to France--Only Good Points Read by Populace

III. The Coup D'Etat of 1799

A. Coup d'Etat--Definition
B. 1799--Great Popular Discontent with Directory
C. Napoleon Overthrows Directory and Establishes Consulate
   1. Napoleon First Consul
   2. two other Minor Consuls
D. Napoleon Holds Absolute Control
E. 1799 Plebiscite (Definition)
   1. vote on actions of Napoleon
   2. given mandate by the people

The Rise of Napoleon Bonaparte

F. New Constitution of 1802--Napoleon Becomes First Consul for Life
G. 1804 Crowned Himself Emperor
H. Successes of Napoleon
   1. 1799-1812
   2. 1812--invasion of Russia a failure

IV. Napoleon's Decline

A. Russian Fiasco
B. Failed Again at Leipzig in 1814
C. Forced to Agree to the Treaty of Fontainebleau
   1. Napoleon given sovereignty over Elba
   2. Maria Louisa received sovereignty over Parma
   3. 2½ million francs as a pension
D. Napoleon Displeased

V. The Hundred Days and Waterloo

A. Broke From Elba in March, 1815
B. Took Over Paris and French Government by March 20, 1815
C. Engaged Allied Army at Waterloo, Belgium on June 18, 1815
D. Defeated for Good
E. Exiled to St. Helena; Died in 1821

SUMMARY: Now that the students have understood the dynamic success and failure of Napoleon, can they again observe the dangers of one man rule?

LESSON SIX: The Congress of Vienna

OBJECTIVES: 10.136 The students should be able to explain the intent of the Congress of Vienna.

10.137 The students should be able to define the following concepts as they relate to the Congress of Vienna: Legitimacy, compensation, and balance of power.

MOTIVATION: A wall map showing Napoleon's sphere of influence in Europe should be shown to the class. By posing the question: "What do you think would happen to the political make up of Europe after Napoleon's elimination from power?" The class should note that confusion and changes in boundaries and rulers would ensue.

CONTENT: I. The Meeting of the Congress of Vienna

A. Body Needed to Guide Europe After the Elimination of Napoleonic Control
B. Structure
1. mainly secret, behind-the-scenes meetings
2. often a highly social affair
C. Aims
1. reactionary philosophy
2. return France to pre-Napoleonic times
D. Delegates
1. Clemens von Metternich, Congress President (Austria)
2. Alexander I (Russia)
3. Viscount Lord Castlereagh of Great Britain

II. Outcomes

A. Adoption of the Following Philosophies
1. legitimacy--right of European royal families to rule
2. compensation--payment for damages or loss due to Napoleon
3. balance of power--restructuring of European territories so as not to make one too dominant over another
B. The "Metternich System"
1. designed to suppress nationalism
2. spies, secret police, assassinations
3. suppression of dissent
C. Spirit of Nationalism too Strongly Engrained in Europe as a Result of the French Revolution

The Congress of Vienna

SUMMARY: Now that the students have understood the intents of the Congress of Vienna, can they see how the European stage has been set for the era of revolution? That is, as the old order as exemplified by the Metternich System seeks to keep the masses in "their place", the spirit of the people's desire to forge their own futures creates a confrontational atmosphere.

UNIT VIII

THE U.S.S.R.

LESSON ONE: An Overview of the Soviet Union's Geography

OBJECTIVES:

10.138 The student should be able to define the following types of location that impact on the Soviet Union's cultural, economic and political life: poleward, intercontinental, interior, lowland, and strategic.

10.139 The student should be able to identify one point of significance associated with each location type.

10.140 The student should be able to list the U.S.S.R.-U.S.A. comparison figures for size in area and size in population for both countries.

10.141 The student should be able to define the term continentality and relate it to the difficulties the Soviets face in adapting to it.

10.142 The student should be able to locate and label on a desk outline map the following Soviet cities: Moscow, Leningrad, Kiev, Novosibirsk, and Vladivostok.

10.143 The student should be able to identify at least one point of importance associated with each city listed above.

10.144 The student should be able to define the term Population Triangle and explain the meaning of the title.

MOTIVATION: The students will be asked to turn to the map of the Soviet Union in their texts. They should also be asked to view similar maps in an atlas and on the wall as displayed by the teacher. Then they should be asked what initial impressions they have from first observations. From this point the ideas of size and position on the globe should be developed.

CONTENT: I. Types of Location and Importance to the U.S.S.R.

A. Poleward Location
   1. Northern Hemisphere
   2. 35-77 degrees N.
   3. most poleward of any major global state

B. Intercontinental Location
   1. Eurasian
   2. 20E to 170W
      a. half way around world, 11 time zones
      b. 6000 miles (San Francisco to London)

An Overview of the Soviet Union's Geography

C. Interior Location
   1. encircled by mountains, deserts, and frozen seas except on west
   2. much of country with less than 1000 foot elevation

D. Lowland Location
   1. Great Eurasian Plain
   2. vast swamp areas

E. Strategic Location
   1. occupies a central position amid most important landmasses on Earth
   2. access to Africa, Asia, and Europe (80% of world's people)
   3. access to North America over the pole

II. Size Comparison with the United States

A. 8.6 Million Square Miles
B. Twice Size of U.S.A (3.65 Million Square Miles)
C. 250 Million People (215 Million for U.S.)

III. Continentality and Population Concentration

A. Definition
   1. land influence
   2. compare with marine influence

B. Huge Land Mass
   1. lack of precipitation
   2. agricultural potential
   3. hydroelectric power
   4. probability of natural resources

C. Landlocked
   1. cause of poleward location
   2. 37,500 miles of coastline, but most useless
      a. Murmansk
      b. Black Sea ports
   3. Vladivostok

D. Soviet Europe Has Concentration of Population, Industrial Activity

IV. Soviet Cities and Population Patterns

A. Moscow
   1. first Soviet city with 7.5 million people
   2. produces 10 percent of all industrial goods

B. Leningrad
   1. 3 million people
   2. "window on the West"
   3. second in importance

C. Kiev
   1. historical center
   2. capital of dynamic Ukraine
   3. 1 million people

D. Novosibirsk
   1. largest city in Siberia
   2. 1 million people

E. Vladivostok
   1. 500,000 people
   2. center of Soviet Far East

F. Majority of Population
   1. west of Urals
   2. Soviet policies emphasize dispersion

V. The Population Triangle

A. Alternate Names
   1. Industrial Triangle
   2. Agricultural Triangle
   3. Iron Triangle

B. Extent
   1. Leningrad
   2. Odessa
   3. Irkutsk

C. Location in Desirable Areas For
   1. soil
   2. climate
   3. terrain

SUMMARY: Now that the students have noted the extent of the Soviet landmass and its population, can they observe the reasons the Soviet Union has been able to challenge the United States as a super power? Can they also recognize the limitations placed on Soviet greatness by the environment?

LESSON TWO: The Origin of the Russians and the Mongol Yoke

OBJECTIVES: 10.145 The student should be able to identify the term Slav.

10.146 The student should be able to identify the role of the Vikings in forming the Russian culture.

10.147 The student should be able to explain how Kiev became the center of Russian culture in the 10th century, but then lost that status to Moscow.

10.148 The student should be able to identify the contributions of the Moscow Ivans.

MOTIVATION: The students will be asked to repeat the theory of Slavic origin proposed by their textbook. The teacher should then pose an alternate theory. The essential idea of migration from West to East should constitute the central discussion theme.

CONTENT: I. The Origin of the Russians

A. Russians Considered the Eastern Slavs
B. Origins
   1. Vistula River Valley
   2. N.E. Carpathians
C. Migration in Multiple Directions
   1. those moved to East became Russians
   2. politically unstructured
   3. open to Viking attack from North
      a. access from river
      b. Rous--seafarers
      c. conquered Eastern Slavs in 9th and 10th centuries
D. Viking Accomplishments
   1. established trade
   2. defense against Mongols
   3. became rulers of feudal states
E. Viking Politics
   1. Rurik--Novgorod's chief
   2. Oleg--united Novgorod and Kiev
F. Viking Social Structure
   1. Vikings=nobility
   2. Slavs=peasants, lesser nobility
G. Viking Amalgamation by Slavs--Russian Unity

II. Vladimir the Saint

A. Vladimir Fought Way to Throne (978-1019)
B. Consulted Boyars About Religion
C. Lavishness of Ceremony Brought Conversion

The Origin of the Russians and the
Mongol Yoke

D. Religion as a Unifying Force
E. Development of Russian Culture Under Yaroslav the Wise (1019-1054)
F. Link with Byzantium

III. The Mongols and Moscow

A. Asiatics
   1. Mongols
   2. Tatars
   3. Tartars
B. Invaded Russia in 12th Century
C. Brought About Collapse of Kiev in 13th Century
D. Cut Kiev's Link with Byzantium
E. The Golden Horde
   1. interested more in tribute than in cultural conversion
   2. most Russian political control ended
   3. exception was Moscow
F. Ivan I
   1. "Moneybags"
   2. collected Tarter tribute
   3. made Moscow center of Russian cultural attention
G. Ivan III
   1. 1480 Moscow unquestioned center of Russian culture
   2. married niece of last Byzantine Emperor
   3. Moscow "Third Rome"
   4. drove out Tartars by 1495
   5. ambitious--conquered many areas of Russia
   6. reduced power of nobles
   7. concept of Czar

SUMMARY: Now that the students have reviewed the impacts of Viking and Mongol contributions to Russian culture, can they note the process of acculturation in operation again? Can they note the evolution of a cultural core, i.e., Moscow? Do they understand the importance of a core to a country's identity?

LESSON THREE: A "Terrible Czar" and Two Great Rulers

OBJECTIVES: 10.149 The student should be able to list at least two reasons for historians' calling Ivan IV the "Terrible" and Catherine and Peter "Great" Rulers.

10.150 The student should be able to list at least three accomplishments of Ivan IV, Peter the Great, and Catherine the Great.

MOTIVATION: The terms "terrible ruler" and "great ruler" should be written on the overhead projector. Taking the first, the students should be asked to identify what characteristics they feel identify a "terrible ruler." The same procedure should be followed for the second word. This list should be kept for student comparison after discussion on Ivan IV, Peter the Great, and Catherine the Great has been completed.

CONTENT: I. Ivan IV--"The Terrible" (1533-1584)

A. First to Hold Title of Czar Officially
B. Military Objective--Baltic Coast--Failure
C. Expanded to Pacific
D. Explored Siberia
E. Completely Subordinated the Nobles
F. Organized the Secret Police
G. Complete Absolutist
H. Russian Serfdom
   1. function of taxation
   2. Russia behind Europe in social organization

II. Peter the Great and Russian Westernization

A. 17th Century Turmoil Over Czarist Succession
   1. Michael Romanov and founding of dynasty
   2. Romanovs in power 1613-1917
B. Peter the Great (1689-1725)
   1. dynamic and brilliant
   2. seized power in coup d'etat
C. Interested in Navy and Sea Ports
D. Personally Studied Western Naval and Shipbuilding Techniques
E. Captured Baltic Coast
   1. built St. Petersburg on Neva
   2. "window on west"
F. Built Peterhof

A "Terrible" Czar and Two Great Rulers

G. Reformed Army
H. Demanded Nobles Become Western
I. Westernization (Define) and Superficiality?

III. Catherine the Great and Russian Expansion

A. 1762-1796
B. German-Speaking Background
C. Husband Was Peter III
   1. incompetent
   2. toy soldiers
D. Fought Two Successful Wars with Turkey
E. Helped Partition Poland
F. Enlightened Despot
   1. influenced by Voltaire
   2. intervention of aristocracy

SUMMARY: Now that the students have reviewed the reigns particularly of Peter the Great and Catherine the Great, can they understand the tremendous desire the Russian rulers had to Westernize or Modernize their countries, sometimes to the detriment of the Russian cultural identity? Can they observe this process taking place today as Third World states seek to assume a Western model lifestyle?

LESSON FOUR: 19th Century Russian Czarism

OBJECTIVES: 10.151 The student should be able to define the following terms associated with political philosophies: conservatism, reactionarism, radicalism, liberalism.

10.152 The student should be able to identify the political philosophy associated with each of the 19th century Russian czars and provide an example justifying his choice.

10.153 The student should be able to explain the significance of the Emancipation Act.

MOTIVATION: The class should be divided physically into four sections moving from right to left. Each group should be given a title corresponding to the four major political philosophies. The groups will each have a chairman and a recording secretary. They should use only their own thinking. After fifteen minutes of small group discussion, the recording secretaries will provide the group with their presentation. Seating arrangement from left to right should also be used to illustrate the point. After completion of the reports, the teacher will summarize the reports and focus on liberalism, the philosophy associated with Alexander I.

CONTENT: I. Liberalism Under Alexander I (1801-1825)

A. Educated in Thought of "Enlightened Despotism"
B. Felt Russia Could Adopt a Constitution
C. Made Plight of Serfs Easier--Allowed for Their Freedom
D. Liberal Attitude Changes as Observed Disruption of Old Order
E. The Holy Alliance
   1. based "not on the traditional diplomacy, but on the principles of Christianity"
   2. subject nations would be "thinking of themselves in their relation to their subjects and armies as fathers of families, they will lead them in the spirit with which they are animated, to protect Religion, Peace, and Justice"
   3. signed by Prussia, Russia, and Austria
   4. European League of Nations?
   5. Britain rejected it as impractical

19th Century Russian Czarism

II. Nicholas I and Despotism

A. Despotism (Define)
B. Reactionary
C. Decemberist Revolt
   1. young army officers
   2. ruthlessly crushed
   3. influence of Napoleonic France
D. "Iron Czar"

III. Alexander II and Serfdom

A. Inherited the Crimean War
   1. disaster for Russia
   2. serf armies crushed
   3. discontent in social order of Russia
B. Emancipation Act
   1. freed serfs--conditionally
   2. 40 million serfs "liberated"
   3. still bound to the village
   4. use of the zemstvo
C. Improved Country's Infrastructure
D. Development of a Middle Class
E. Displeased Everyone
   1. nobility angry over loss of serfs
   2. peasants disliked village control of land and payment of compensation for land
   3. middle class intellectuals felt reforms did not go far enough
F. No Parliament
   1. no formal outlet for people to vent frustrations
   2. secret societies
   3. assassination of Alexander II in 1881

IV. Alexander III Returns to Absolutism (1881-1894)

A. Return to Complete Absolutism--Reactionary
B. Censorship
C. Secret Police
D. Control of Universities

V. Nicholas II and Conservatism (1894-1917)

A. Incapable Czar
B. Attempted to Copy Father
C. Russo-Japanese War--Russia Crushed
D. Red or Bloody Sunday
E. People Displeased with Czardom
F. Karl Marx and Communism

VI. Reforms of Nicholas II

A. Duma--Russian Parliament Founded (Limited Power)

19th Century Russian Czarism

B. Peasants Withdrew Land from Village Control
C. Benefits to Workers Began
D. World War I Stiffles Russian Progress

SUMMARY: Now that the students have noted the rise and fall of various political philosophies, can they observe the operation particularly of liberalism and conservatism in the United States? Can they observe as well why radicalism and reactionaryism do not operate successfully in American politics?

LESSON FIVE: From Czarism to Communism

OBJECTIVES: 10.154 The students should be able to list and explain three significant reasons for Czar Nicholas II's losing power.

10.155 The student should be able to explain the reasons for the success of Bolshevism in taking over the government of Russia during World War I.

10.156 The student should be able to define each of the following: Bolshevik, Militant Communism, the New Economic Policy, and Five Year Plan.

10.157 The student should be able to explain the key difference in the philosophy of communism of Trotsky and that of Stalin.

10.158 The student should be able to name the present General Secretary of the Soviet Communist Party and identify him as the country's key decision maker.

MOTIVATION: The students will be shown the film titled "Nightmare in Red." They will be directed to observe the commentary on Nicholas II's failures and the resultant success of communism. At its conclusion, a review of Nicholas II's problems should be covered leading through current communism in the U.S.S.R.

CONTENT: I. Review of Nicholas II's Downfall

A. Hard Policies of Father
   1. Russification
   2. absolutism
B. Russo-Japanese War
C. Secret Police and Suppression to Maintain "Old Order"
D. Bloody Sunday
E. Reforms
   1. October Manifesto
   2. development of industry
F. Initial Unity of Russia in Face of World War I
   1. failure of Russian armies
   2. shortages at home
   3. suffering of both troops and civilians under Nicholas II's incompetencies
   4. people disillusioned

II. Elimination of Czardom

A. Duma Convinces Czar to Abdicate
B. Kerensky Establishes Provisional Government
C. Provisional Government Fails to Take Russia Out of World War I
D. Bolsheviks Under Lenin Gain Additional Support

From Czarism to Communism

III. The March Revolution of 1917

- A. Petrograd--Czar's Palace
- B. Bolsheviks Organized Soviets or Workers' Councils to Direct Rioting Against Government
- C. Lenin Sent to Russia by Germans
  1. promised "peace, land, bread"
  2. Russians anxious to stop suffering; Lenin offered hope
- D. Provisional Government--Dominated by Bourgeoisie
  1. republic
  2. did not move quickly enough to convince the people of future stability
- E. November 6, 1917
  1. Lenin approves attack on Winter Palace, Seat of Government in Russia
  2. coup d'etat

IV. Establishing Bolshevik Hegemony in Russia

- A. Lenin Removed Russia from World War I
  1. Treaty of Brest-Litovsk
  2. gave up much Russian territory to the Germans
- B. Began Period of Militant Communism 1917-21
  1. Leon Trotsky's Red Army
  2. Dictatorship of the Proletariat
  3. execution of those opposed to new regime
- C. Solidification of Bolshevik Control Over All Russia

V. The New Economic Policy 1921-27

- A. Adoption Initially of Many Pure Marxist Ideas
  1. "From each according to his ability to each according to his needs."
  2. no incentive
- B. NEP a Return to Capitalism--Success Economically
- C. Death of Lenin in 1924

VI. Policies of Joseph Stalin

- A. Rivalry with Trotsky
  1. Stalin sought to stabilize communist control in Russia (practical realism)
  2. Trotsky sought to spread communism to the rest of the world as a primary goal
  3. Trotsky exiled and later killed
- B. Elimination of the NEP
- C. Five Year Plans
  1. collectivization
  2. quotas
  3. mass deportations and executions for peasants who resisted

From Czarism to Communism

VII. Constitution of 1936

A. Extremely Liberal
   1. highly democratic structure
   2. theoretically the Soviet Union a true democracy

B. Soviet Elite
   1. Communist Party Members
   2. only 7-8 percent of the population are actually full-fledged members of the CPSU.

C. Freedom of Religion Permitted
   1. discouraged
   2. viewed as a superstition

VIII. The Soviet Union Since Stalin's Death

A. Two Significant Decision-Makers
   1. Nikita Khruschev
      a. de-Stalinization
      b. Hungarian Crisis
      c. experimental agriculture "Virgin Lands"
      d. Sputnik
      e. Cuban Missle Crisis
   2. Leonid Brezhnev

B. Brezhnev's Policies
   1. Ousting of Khruschev
   2. SALT
   3. Czechoslovakia
   4. more consumer production
   5. Sino-Soviet border

SUMMARY: Now that the students have traced the evolution of communism in the Soviet Union, can they note how a people with desperate needs will associate themselves with a political movement that offers to change things drastically for the better. Yet, how often are such promises met? How easily are people led to believe in the improbable? Are Americans continually persuaded by politicians in the same manner?

UNIT IX

NATIONALISM AND THE UNIFICATION OF GERMANY

LESSON ONE: An Introduction to German Unification

OBJECTIVES: 10.159 The students should be able to define the term German as it is appropriately used before 1871.

10.160 The student should be able to list and explain how Charlemagne and the Hanseatic League stood as precursors of German unification.

MOTIVATION: The term German should be written on the overhead projector. Students should be asked to define the term as they understand its meaning including regional location, racial characteristics, and language. From here the point that a people with a common language do not always have a country should be mentioned with modern day examples provided. From here the discussion should turn to the early German tribes.

CONTENT: I. The Early Germanic Tribes

A. Teutons (Germans)
B. Origin to the East of the Rhine
C. A Collective Term Referring to People with Barbarian Background (Roman Perception) Who Lived North and East of the Rhine
D. Examples of Germanic Tribes
   1. Visigoths
   2. Ostrogoths
   3. Vandals
   4. Franks
E. Diffusion of Germanic Peoples Throughout Europe with the Fall of Rome
F. Term German Proved Very Broad in Europe's Early History

II. Unification of Germans Under Charlemagne and After

A. Indirect Unification of German Peoples
B. Charlemagne's Empire Contained Many Other Cultural Peoples
C. Treaty of Verdun
   1. Charlemagne's grandson Louis received many German-speaking peoples to rule
   2. area breaks up into petty states later
D. The Holy Roman Empire
   1. Holy Roman Emperor a Figurehead
   2. controlled only his local area
   3. no power of taxation
   4. hardly a unified state

An Introduction to German Unification

III. Economic Unification

A. Hanseatic League
   1. 13th and 14th centuries
   2. port cities on Europe's rivers, Baltic Sea, and North Sea
   3. many German-speaking cities, but not all

B. The Zollverein
   1. tariff union
   2. initiated by Prussia in 1819 to help stimulate trade among German-speaking states

IV. Rise of the Hapsburgs

A. Austrian, German-Speaking Family
B. Intermarriage in Europe Created Large (Multi-National) State in Europe
C. Evolved as Leader of the German-Speaking World, But Does Not Unify All German-Speaking Peoples

SUMMARY: Now that the students have traced the cultural roots of the German-Speaking peoples of Europe, can they note that a unifying force must be present if the boundaries of a state and the boundaries of a cultural region are to coincide. This force will be nationalism, but what kindles nationalism?

LESSON TWO: Prussian Leadership and German Unification

OBJECTIVES: 10.161 The student should be able to identify the reasons for Prussia's political success under Frederick the Great.

10.162 The student should be able to identify the causes of the War of the Austrian Succession and the Seven Years War.

10.163 The student should be able to explain Napoleon's influence on German unification.

MOTIVATION: The teacher should write the phrase "All for the State" on the overhead projector. After a few seconds for the words to penetrate the students' thinking, the teacher should call for interpretations. Then the teacher should bring in the student's background reading and ask which Prussian ruler adhered to that philosophy and why. From that point the discussion should focus on Prussia's political success under that theme.

CONTENT: I. Characteristics of Frederick the Great (II) 1740-86)

A. Military Discipline
B. Translated Discipline Into State's Government
C. Reward for Those Serving the State Efficient--Punishment for Those Who Did Not
D. Development of Elite Corps of Civil Servants
E. Disciplined Army as Frederick's Key Political Tool

II. Frederick's Wars

A. War of the Austrian Succession 1740-48
   1. Charles VI died with no male heir
   2. Pragmatic Sanction
   3. numerous claimants to the throne
   4. Frederick took coal rich Silesia
B. Seven Years War
   1. Maria Theresa sought to regain Silesia
   2. had backing of most of Catholic Europe
   3. initially Frederick was losing
   4. Tsar Peter III of Russia took power in that country and switched alliances against Austria
   5. Treat of Paris 1763--Maria Theresa gave official recognition to Frederick's control of Silesia
   6. dominance of Hohenzollerns over Austrian Hapsburgs

Prussian Leadership and German Unification

III. Frederick the Great As An Enlightened Despot

- A. Definition
- B. Movement Forward of Prussia in European Politics
- C. One of Europe's Most Capable Rulers

IV. Napoleon's Influence on German Unification

- A. Prussian Apathy Toward French Revolution
- B. Absolutism Over Nationalism
- C. 1806 Napoleon Invaded German States
  1. dissolved the Holy Roman Empire
  2. created the Confederation of the Rhine
- D. Shock of Napoleon's Victory
  1. hurt Prussian pride
  2. Treaty of Tilsit forced Prussia to give up about half her territory.
- E. Prussian Reforms
  1. Serfdom abolished
  2. no excessive privileges of nobility
  3. universal education
- F. Gerhard von Schornhorst's Army Reforms
  1. draft
  2. commoners as officers
  3. increased size.

SUMMARY: Now that the students have reviewed the accomplishments of Frederick the Great and Napoleon's impact on Prussian pride, can they observe the movement toward Prussian nationalism on the basis of (1) Frederick the Great as an icon and (2) Napoleon as a common (unifying) enemy?

LESSON THREE: The Austrian Opposition to German Unification and The Frankfurt Assembly

OBJECTIVES: 10.164 The student should be able to explain the reasons for Austria's rejecting the concept of unification of all German-speaking peoples.

10.165 The student should be able to explain the impact of the early 19th century revolutionary spirit in Europe on German unification.

MOTIVATION: On the overhead projector the students will be shown a current map of Europe. Using an overlay the students should then be shown a mpa of pre-1918 Europe. They should be asked to focus on the German-speaking areas naming the two dominant German-speaking states (Germany and Austria). They should address the following question: "Why would it not have been logical for Austria and Germany to unite in one large German-speaking state?" (Perhaps the title Austro-Hungarian Empire may provide a clue.) From the standpoint of ethnic diversity and the problems of such a union, the discussion should move toward Metternich's opposition to German Unification.

CONTENT: I. Metternich's Opposition to German Unification

A. Austria as a Dominant Power Feared Prussia, Another Large State
B. Alliance of Austria with Great Britain to Maintain the Balance of Power
C. German Confederation (1815-66)
   1. established at Congress of Vienna
   2. impotent--depended on unanimous rule
D. Metternich System
   1. Suppression of nationalism by force
   2. supremacy of absolute rule
   3. agreed to by Prussian rulers

II. The Revolution of 1848 and the Growth of Nationalism

A. Revolutionary Spirit Diffused to Most of Europe by the French Revolution
B. Revolution in Prussia in 1848
   1. anti-absolutism
   2. monarch forced establishment of a constitution
C. The Frankfurt Assembly
   1. "constituent parliament" elected by universal manhood suffrage from each German state

The Austrian Opposition to German Unification and The Frankfurt Assembly

2. journalists, lawyers, and university professors to decide on plan for German Unification
3. basic questions:
   a. what territories should be included in the New Germany
   b. who should lead the new state
4. Austria opposed with 38 million minorities and 32 million German-speakers
5. resolution?
   a. Austria to enter without minorities
   b. crown to go to Frederick William IV of Prussia--both ideas rejected

SUMMARY: Now that the students have reviewed how nationalism can be a unifying force, can they also note how practical political realities, such as many nationalities residing in the same country, can diffuse nationalism's strength in a movement to have all persons of the same ethnic background unified in the same country? Can they review the differences in the following: nation, state, and nation-state?

LESSON FOUR: Bismarck and German Unification

OBJECTIVES: 10.166 The student should be able to list the steps in Otto von Bismarck's plan to unify the German-speaking states of Europe.

10.167 The student should be able to explain the relationship between nationalism and warfare.

MOTIVATION: The students will be asked to respond to the following question: "What does it mean to be an American?" Answers should be oriented around the unique history of the United States, our government, our flag (icons), and a desire to maintain our way of life. The term nationalism should then be addressed as well as its comparison to patriotism. From that point the teacher should point to a map of central Europe for the mid-19th century. By naming several German-speaking states, the teacher should ask what these countries had in common (language). They will then be asked to explain why language is such an important cultural bond between people. This bond should be identified as the key to the eventual unification of all of Europe's German-speaking states except Austria.

CONTENT: I. Bismarck's Plan for German Unification

A. 1861--William I Becomes King of Prussia
   1. absolutist
   2. desirous of proving Prussian superiority over Austria in German-speaking Europe
B. The Prussian Military
   1. William I sought to increase its size
   2. additional tax money needed
   3. Prussian Diet refused
C. 1862--William I Appointed Otto von Bismarck as Minister-President of Prussia
   1. imposed taxes
   2. used army to collect them
D. Bismarck's Character
   1. Junker
   2. believed in divine-right monarchy
   3. unification of Germany could be achieved only with "blood and iron"

II. Danish War of 1864 and the Seven Weeks War of 1866

A. Both Calculated to Help German Unification
B. Danish War Over Schleswig-Holstein

Bismarck and German Unification

C. Prussia and Austria on Same Side
D. Danish Defeat
E. Two Years Later Fought Austria
   1. weaknesses of Austria compared to Prussia demonstrated (Prussia won in seven weeks.)
   2. reduced Austrian prestige and role in the affairs of the German-speaking states

III. The Franco-Prussian War and the Completion of German Unification

A. France Projected by Bismarck as the German People's Common Enemy
B. Hohenzollern Claimant to the Spanish Throne
   1. France objected
   2. geographically France would be placed between two Hohenzollern-ruled states
C. Ems Dispatch
D. French Declaration of War
E. Prussian Victory--France Not Prepared
F. Treaty of Frankfurt
   1. Alsace-Lorraine to Germany
   2. France to pay five billion franc indemnity
G. January 18, 1871 at Versailles
   1. William I crowned Kaiser (Emperor) of Germany
   2. significance of coronation on French soil
H. Results
   1. absolutism still dominated German government
   2. bitterness of France toward Germans kept nationalism in Germany strong
   3. German Reichstag made a debating society
   4. William II dismissed Bismarck over a personality conflict
   5. stage set for World War I

SUMMARY: Now that the students have reviewed the manipulation of nationalism for political purposes, do they view the feeling of nationalism as positive or negative? Can they suggest both good and bad uses for the feeling? Do they feel it exists in the United States today? Do they feel it personally?